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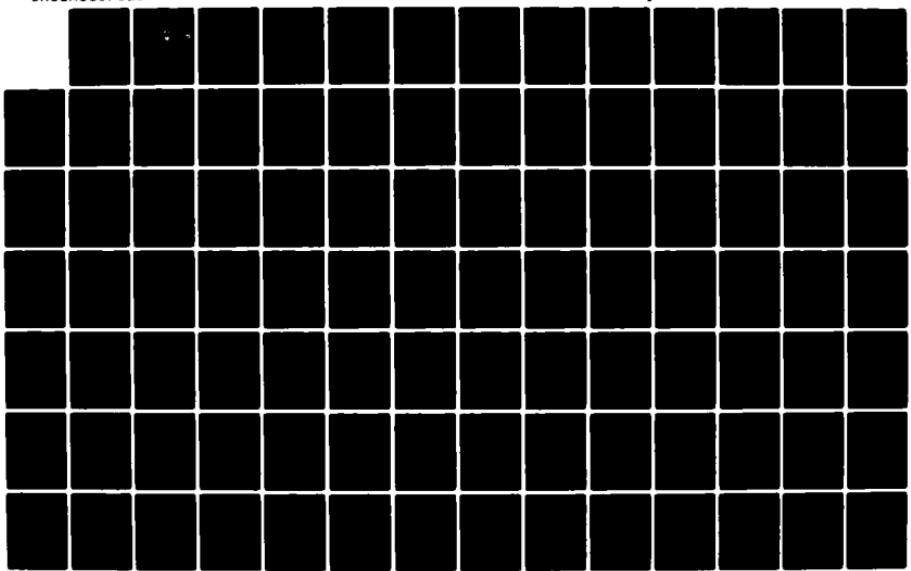
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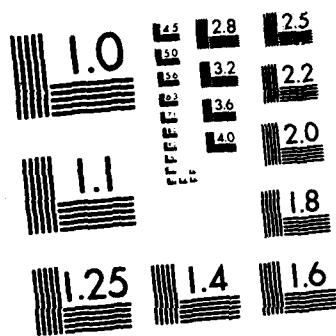
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THE EFFECTS OF DUAL CAREER HOUSEHOLDS  
AND FAMILY RESPONSIBILITIES ON  
SURFACE WARFARE OFFICER'S CAREER INTENT

by

Paul Christian Striffler

December 1982

Thesis Advisor

T. G. Swenson

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In general, the findings provide moderate support for explaining differences in career intention across household career status, family responsibility, and rank. The persistent interactions found suggest that the spouse's career is incorporated into the officer's family responsibility issues when making career decisions. Additionally, the study raises many questions for future research to address. ←

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The Effects of Dual Career Households and Family  
Responsibilities on Surface Warfare Officer's Career Intent

by

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1972

Submitted in partial fulfillment of the  
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## ABSTRACT

The Surface Warfare Officer Career Questionnaire and the Officer Master File data were used to analyze the career intentions of a sample of 1277 year group 1961-1980 married Surface Warfare Officers. This thesis enhances understanding of the effects dual career households and family responsibilities have on Surface Warfare Officer's career intentions. Three theoretical constructs were identified (assignment process, spouse involvement, and family disruptions), which were expected to explain the variance across household career status and family responsibility.

In general, the findings provide moderate support for explaining differences in career intention across household career status, family responsibility, and rank. The persistent interactions found suggest that the spouse's career is incorporated into the officer's family responsibility issues when making career decisions. Additionally, the study raises many questions for future research to address.

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## I. INTRODUCTION

The advent of the All-Volunteer Force (AVF) in 1973 marked the beginning of a new era for the United States military [Cooper, 1977], though it serves to exacerbate manpower analysis. To most serious students of manpower it is clear, as Wanous [London and Stumpf, 1982] has indicated, that "the difficulties encountered in effective human resource management are without parallel."

Under the AVF the military can no longer isolate itself, but must compete in the labor market for its manpower. Recently, the defense manpower policies and practices have received increasing scrutiny. The current attention stems from some rather unique factors not previously encountered under the Draft. Skyrocketing manpower costs, shortages in quantity and quality personnel, changing economic and social conditions, shifts in lifestyles from the "traditional" work ethic to the individual's "quality of life," increase of women in the workforce, and increasing proportions of dual career families are but a few which must be understood by the defense establishment before effective manpower policies can be implemented.

Manning the U.S. Navy will be a crucial issue for the remainder of the 1980's. With a projected growth toward a 600-ship Navy during this decade, the availability of

manpower resources becomes a central concern. The key to meeting the Navy's future manpower posture is the ability to recruit and retain the numbers and types of personnel required to support an effective and balanced force.

In an environment where entry is possible only at the lowest level of the job hierarchy, and promotions and job assignments are made from among this group of initial entrants (internal labor market) to conform to a vector of demand factors. It is particularly important to make accurate predictions of attrition among individuals with different ranks and subspecialties. The factors which influence an individual officer's decisions to remain in the military may change from year to year depending on the external economic environment, individual preferences, changes in policies, life styles, and life cycles.

In April, 1981, the Chief of Naval Operations, Admiral Thomas B. Hayward, stated that retention would be the most important element in any attempt to increase the size of the fleet during the 1980's. The Surface Warfare Officer (SWO) retention statistics indicate that the surface forces are experiencing increasing difficulty in meeting their junior officer retention goals with the most serious shortages in the 5 to 12 years experience range. Currently the Surface Warfare community must retain approximately 500 junior officers each year to satisfy second sea tour manpower requirements [Holzbach, 1979]. Although retention in the

surface warfare community is slightly better than in the aviation and submarine communities, the problem is aggravated because all communities must compete for a share of the new accessions. Additional problems associated with a downward trend in retention include lower overall quality of officers, increased difficulty in managing current officer inventories, and impact on operational readiness [Holzbach, 1979].

Vice Admiral Lando W. Zech, Deputy Chief of Naval Operations for Manpower, Personnel and Training stated before a subcommittee of the Committee on Appropriations House of Representatives 97th Congress, that although recruiting efforts in FY 81 resulted in the attainment of a higher number of officer accessions than in any other year since inception of the All-Volunteer Force, serious officer shortages continue to exist. Fiscal year 1981 SWO retention statistics presented show an increase from 39 percent in FY 80 to 42 percent in FY 81 and a FY 82 projection of 47 percent; however, there is still a shortfall of about 400 mid-grade officers [Zech, 1982]. The impact of these SWO shortages are: 1) increased sea time, 2) insufficient opportunity for subspecialty development (i.e. graduate education and experience), 3) problems in lieutenant commander assignments, 4) problems in lieutenant assignments, 5) increased SWO training loads due to enlarged accession requirements, and 6) increasing numbers of vacancies [URL Study, 1979].

#### A. PROBLEM STATEMENT

Command at sea has long been the goal of every aspiring Surface Warfare Officer and indicates a successful Naval career. Of those who aspire to command John Paul Jones wrote:

"It is by no means enough that an officer of the Navy should be a capable mariner. He must be that, of course, but also a great deal more. He should be as well a gentleman of liberal education, refined manners, punctilious courtesy, and the nicest sense of personal honour...The Naval officer should be familiar with the principles of international law, and the general practice of admiralty jurisprudence, because such knowledge may often, when cruising at a distance from home, be necessary to protect his flag from insult or his crew from imposition or injury in foreign ports."

Today's Surface Warfare Officers face a highly complex world, yet the emphasis on adequate qualifications and superb performance remain the keys to success in achieving command at sea. Selection for command serves not only to recognize the formal qualifications, but to endorse the career path, and its implied developmental qualities, which lead to selection [Campbell, 1980]. Figure 1.1 depicts a typical Surface Warfare Officer's professional development path.

Through a complex assignment process and an "up or out policy," individual officers must manage their careers, making major career decisions every two to three years that will have a lasting impact on them and their families. It is this impact on family life that is coming more and more

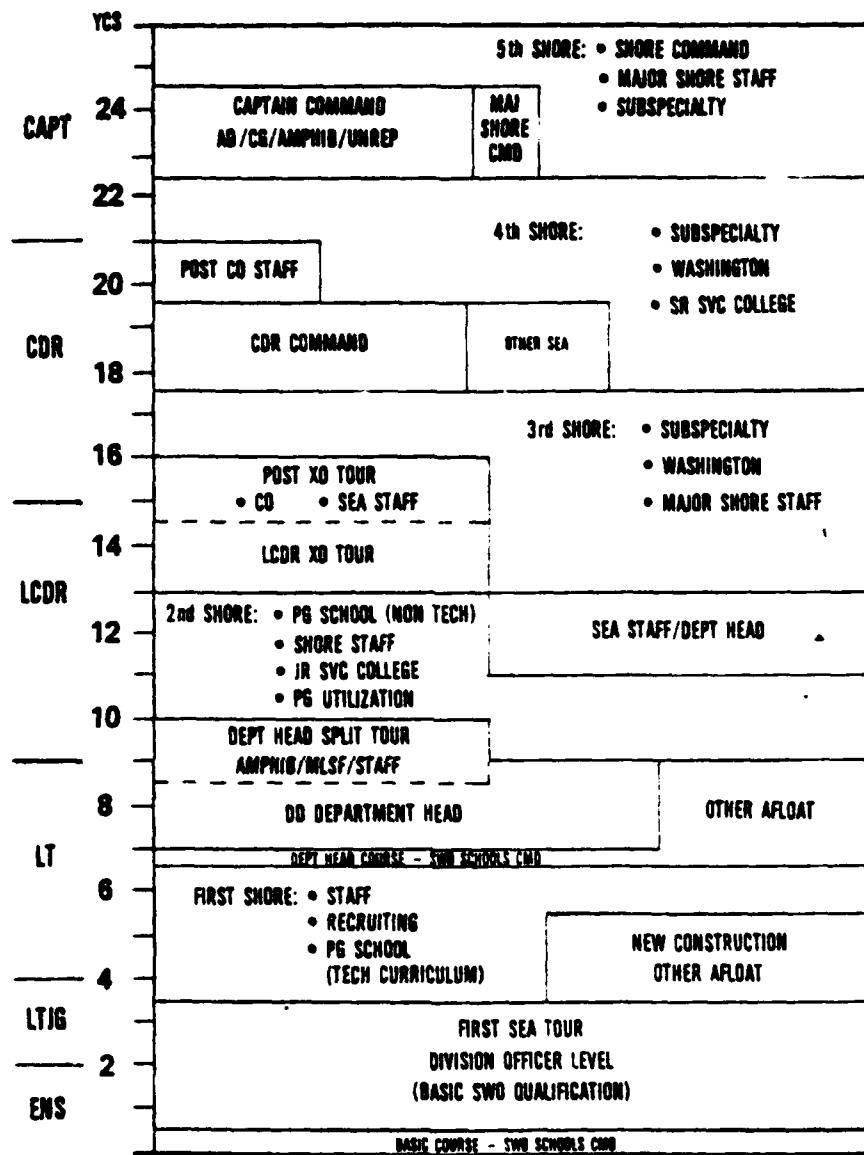


Figure 1.1. Surface Warfare Officer Professional Development Path.

to the forefront of the career decision making process as individual values shift to quality of life issues.

Two specific phenomena have occurred in recent years that contribute significantly to difficulties in the ability to integrate family life and career. First is the increasing participation of women in the workforce. When the Navy wife is committed to her career, she may not be available, as the military organization has always assumed she would be, to assume total family and home management responsibilities when the serviceman is away. Second is the increasing proportion of dual career families. This obviously goes hand and hand with the first; however, the distinction here is that now the husband acquires increased family responsibilities and must incorporate spouse career needs into his career decisions. Furthermore, this career decision process in dual career households has changed from consolidating the husband and wife career requirements to consolidation of husband needs and wife needs and family needs.

The potential effects of family related problems within the Navy are numerous, especially as they relate to career intention and subsequent career decisions. The Navy may not be able to continue to make the same kinds of demands upon officers whose families include a spouse with a career. Continued demands for long hours, frequent family separations and transfers may be too expensive in manpower losses if officers view these realities as dilemmas and resign

their commissions [Suter, 1979]. Derr [1979]; Mohr, Holzbach, and Morrison [1980] argue that a major issue in officer retention and productivity is how the Navy career impacts on and is reacted to by the spouse and the family.

Hall's conclusions [Arima, 1981] about dual career families in the military are: 1) stresses of a two-career relationship are greater when at least one party is in the military than when one or both are in non-military careers; 2) if one partner is non-military and the other is military, the importance of flexibility in the non-military career cannot be overstated; 3) if both partners are in the military, at least one should be in a highly mobile branch; 4) informal skills with one's detailer are especially important for two-career couples; 5) a delayed family (or no family) may fit with two military careers than a family started in the early or mid 20's because with more seniority both partners are in a better position to influence their organizations for more flexibility; and 6) a realistic career preview is essential.

Traditional personnel policies and practices are no longer adequate to meet the changing needs and problems presented by dual career couples and the family-oriented employee. Hall and Hall [1978] suggest an effective company program for dealing with dual career/family issues, should contain the following components:

- dual career audit (i.e. recognize the problem).
- special recruiting techniques (preselection job preview, dual recruiting, and couple counseling and orientation).
- revision of career development and transfer policies.
- revision of nepotism policies.
- assistance for couples in career management.
- developing family and spouse opportunities for company involvement.
- training couples in career coping and problem solving.
- setting up support structures for transfers and relocation (i.e. spouse employment services, child-care services, buying and selling a home, advance information about new community, help in planning and coping with transfer).
- provide local support services.
- provide couple counseling.

The Navy has already addressed the areas emphasized above. In 1978, the Chief of Naval Operations (CNO) highlighted support to families as part of his number one objective, and the first Navy-wide Family Awareness Conference recommended the creation of a special office to provide leadership and coordination for the Navy's expanding efforts on behalf of families. As a result, the Family Support Program (OP-152) was established to improve the awareness of, and access to, reliable and useful information, resources and services that support and guide the lives of Navy families. The focal point for these services is the Family Service Center (FSC) of which there are 22 funded with a total of 62 planned by FY84. The general services provided by the FCS's are:

- counseling (marriage, individual, families, children).
- information and referral.
- consumer education.
- relocation assistance.
- retired affairs.
- newcomer orientation.
- crisis intervention.
- legal assistance.
- financial counseling and education.
- general family assistance.

The general family assistance category includes tax assistance, single parent services, Ombudsman support services, assistance during family separation, foreign born spouse assistance, family development and education, assistance to families with handicapped children, and spouse employment. Additionally, in a breakdown of the percentages of the kinds of services sought at the FCS's, the general family assistance category accounted for 34 percent during the January-March 1982 quarter.

The Navy is also committed to the unique needs of working parents. Currently there are 73 child care centers with programmed funding to upgrade these facilities and hire at least one professional director for each center.

### B. PURPOSE OF STUDY

The Navy has long recognized the importance of its Navy families with recent experiences indicating that increasing numbers of Navy personnel are making career decisions based on family issues, spouse's attitude, and the quality of their service life [Zech, 1982].

Since 1960 the percentage of married military personnel has increased from 30 percent to 55 percent, and in today's Navy, more than 80 percent of the careerists are married [Zech, 1982]. A careerist is defined as beyond the first enlistment, for enlisted personnel, and beyond the minimum service requirement plus two years (MSR+2), for officer personnel. The purpose of this study is to improve the understanding of the importance of the spouse and family on the Surface Warfare Officer's career intention.

### C. RESEARCH QUESTION

In general the research question can be stated as follows: What is the effect of household career status (i.e. single career family vs. dual career family) and family responsibilities (i.e. children vs. no children) on the Surface Warfare Officer's career intention, and to what extent can conventional understanding explain the effects?

## II. REVIEW OF THE LITERATURE

The purpose of this chapter is to identify theoretical constructs which might differ across household career status (single career vs. dual career) and family responsibility (children vs. no children) and also be related to the outcome of career intention. The theory applied will be turnover theory.

### A. TURNOVER THEORY

Of the four voluntary turnover theories reviewed by Swenson [1982], one prevails as relevant in identifying constructs that aid in predicting career intent of Surface Warfare Officers in this study. The theory is that developed by Steers and Mowday [1981].

The Steers and Mowday model considers voluntary turnover as a function of:

- individual characteristics.
- job expectations and values.
- available information about job(s) and organization(s).
- alternative job opportunities.
- economic and market conditions.
- organizational characteristics and experience.
- job performance level.
- affective responses to job.
- efforts to change situation.

- non-work influences on staying or leaving.
- desire/intent to stay or leave.
- search for more preferable alternatives.
- alternative modes of accomodations.
- decision to stay or leave.

From this model two constructs warrant consideration and inclusion in this study. These are: 1) organizational characteristics and experience (career and assignment process), and 2) non-work influences on staying or leaving (spouse involvement and family disruptions).

#### B. RESEARCH FINDINGS

Contemporary literature abounds with excellent career managing information and research within organizations. Hall [1976] states, "the term career suffers from surplus meanings." A career can be defined as advancement, as a profession, as a lifelong sequence of jobs, or as a lifelong sequence of role-related experiences. London and Stumpf [1982] define a career as a sequence of work-related positions occupied throughout a person's life. Derr [1977] considers a career as a sequence of work-related experiences which reflects how a person thinks and acts over time regarding his own internal definition of work success. Furthermore, the U.S. Navy's Unrestricted Line Officer Career Planning Guidebook [1979] defines career as a progression of billet assignments with each assignment

increasing the level of responsibility required and utilizing past experience, training, and education.

Hall [1976] provides a summary of recent research and theory of careers in organizations and presents an organizational approach to career development. He further explains how sound recommendations can be made, based on theory and research with careful consideration given to the characteristics of individuals and the specific impacts of organizations on people. London and Stumpf's [1982] treatment of careers is focused toward individuals attempting to manage their own careers and the careers of others. Also presented are summaries of recent research and theory.

Germane to this study is a review of the literature pertaining to a Naval Officer's career development, career planning, the assignment/detailing process, and retention.

1. Naval Officer Career Development and Career Planning

Career development is defined by London and Stumpf [1982] as the activities individuals participate in to improve themselves relative to their current planned work-roles and the activities that organizations sponsor to help ensure that individuals will meet or exceed their further human resource requirements.

Although organizations and individuals have increased their interest in career issues the military tends to take a reactive position after there is a negative impact on the organization [Morrison, and Cook, 1982]. In an

effort to develop and evaluate application derived from career theory (i.e. stage theory and decision theory) Morrison and Cook's [1982] Multiple-Cohort Longitudinal Study postulates that "variations in career development patterns, career intentions, performance and continuance with the organization will be a function of the interaction between individual, organization, social, and environmental factors over time." They further attempt to assist the military in improving the career management system by "integrating the individual's need to enhance feelings of success with organizational requirements."

In an historical data analysis of Surface Warfare Officers, Campbell [1980] investigated developmental characteristics, apart from performance, which distinguished careers of command-at-sea selectees. He concluded that there is a wide variety of career development opportunities in the SWO community and that no absolute career path to command exists. However, a Lieutenant Commander Executive Officer afloat tour is essential to remain competitive. This is supported in the Unrestricted Line Officer Career Planning Guidebook [1979].

Career planning is defined as the process of generating action steps for individuals to progress along alternative pathways, in work systems, and it must unite organizational planning with individual's needs, capabilities, and aspirations. Parish [1979] concluded in his

study of promotions that an officer must understand the effects of certain influences on promotion, so that he can adjust the development of his own career to realize his career expectations. Nedellog [1975] in studying twice failed selected for promotion of lieutenants concluded that poor management in the officers career planning and a lack of "career enhancing" billets contributed to being "passed over." By applying Schein's career anchor concepts to five Naval officer communities, Derr [1979] determined dominant career anchor profiles exist and affect career planning decisions. In addressing problems in career planning and development, Louis [Arima, 1981] emphasized the need for organizations to have a more up-to-date view towards the "total life" of the individual.

## 2. Assignment/Detailing Process

The actual process of reassigning officers is a distribution function that is constrained by the numbers of billets to be filled and the number of officers to be moved [Panchura, 1979]. Within the detailing process there are three objectives (the Triad of Navy Detailing) which must be balanced: 1) meet the needs of the Navy, 2) enhance the professional development of the officer, and 3) ensure the continued professional motivation and dedication of the officer (i.e. satisfy personal needs). In his survey of Naval Postgraduate School students Panchura [1979] found Naval officers have definite perceptions as to the

desirability of billets. The officer's perceptions indicated the assignment/detailing process does consider personal and career needs, but that the needs of the Navy determined the ultimate duty station. Furthermore, the major factors related to satisfaction of the detailing process were the fulfillment of personal needs and the assignment to a billet perceived to promote overall career development.

The importance of reviewing the literature of the assignment/detailing process is the relationship of the process to career intentions and retention. Estabrooks [1981] examined how the billet assignment process was related to career intentions. He concluded that a strong relationship exists between unfavorable assignments and willingness to resign. The two strongest predictors of career intent change were the new billet desirability and satisfaction with the detailing process. His findings concurred with Derr's [1980] that the more senior the officer the more favorable the career intention, which may indicate senior officers are more willing to endure until retirement. Derr [1980] investigated billets and their relationship to retention with the context of individual's career-life decisions; and Holzback, Morrison, and Mohr [1980] explored the assignment process and its relation to SWO retention. These studies concluded that a relationship does exist between assignments and retention and between the assignment process and retention. Specifically, informal

notification time of reassignment is the most important element, and location is the single most important assignment outcome. Arima [1981] determined that an individual officer has a set of personal values, family considerations, pressures, and career alternatives outside the military that affect his acceptance of assignments. Furthermore, greater sensitivity to personal and career needs would get greater commitment from the officer and his family. Finally, an assignment model is proposed [Russell, 1982] to assist the detailer. Implicit in the model is the need to consider individual needs.

### 3. Officer Retention

As previously stated, retention is a critical and serious problem in the all-volunteer force. In an early study [Fawcett and Skelton, 1966], a comparative analysis of relevant factors affecting retention of junior officers in the Navy and junior executives in industry found both had similar problems in selecting a career. Nevertheless, it is up to the Navy to make a Naval career more appealing, to its junior officers, than industry. Holzbach [1979] examines the SWO community and attempts to diagnosis the retention problem, establishes a strategy for action, and suggests further research. He concludes that family issues and the assignment process are potential reasons for junior officer resignation decisions.

In addressing personnel policies associated with junior officer retention Derr [1980] found six major reasons associated with junior officers resigning their commissions, and again family issues continue to prevail. Weitzman and Robertson [1979] examined retention using structural pattern analysis (SPA) models and Parker [1979] used an economic retention model to relate retention of Lieutenants to economic control variables.

#### 4. Dual Career Families

Within the past decade, the dual career family literature has evolved from descriptive studies primarily focused upon the families [Rapoport and Rapoport, 1971] to studies addressing the organizational, social, and economic impact of dual career families upon society [Hall and Hall, 1978]. Rapoport and Rapoport [1971] defined the dual career family as "one in which both heads of household pursue careers and at the same time maintain a family life together."

The increase in dual career families has come about due to two social phenomena: 1) The rapid increase of women in the workforce and 2) The shift in values moving from traditional success ethic toward the quality of life ethic [Hall and Hall, 1978]]; therefore, it is imperative that organizations understand the impacts and develop strategies to cope with dual career families. Dual career couples impact on the organizational effects of recruiting, scheduling, transfer/relocation, promotion and career development [Hall and Hall, 1978].

Hall and Hall [1978] further conclude that dual career couples impart more personal choice in their career decisions because they are less willing to sacrifice family and personal needs. Thus, dual career couples consider the career as flexible whereas the family is not flexible.

Characteristics of early and mid-career couples follow [Hall and Hall, 1979]:

#### Characteristics of Early Career Couples

1. The need for both partners to develop skills, gain experience, and establish themselves.
2. Career opportunities force family decisions which primarily benefit one partner's career.
3. Mutually intense commitment to respective careers.
4. Little knowledge of managing a two-career family.
5. Lack of experience in problem solving around career or family problems.
6. Fear of the organization, job insecurity, and treating the organization as if it is totally inflexible to individual needs.

#### Characteristics of Mid-Career Couples

1. Career versus family conflicts over children and relocation.
2. Alternative career paths which accommodate family needs are viewed as viable.
3. More clearly defined career and family priorities and goals.
4. Commitment to the family unit.

5. Improved ability to plan and cope as a function of experience in problem solving career-family issues.
6. Less fear of the organization, more sharing of career-family concerns, and willingness to test the organization's flexibility.
7. Acceptance of the career as flexible and the family as a given.

Rapoport and Rapoport [1977] re-examined dual career families in Britain. They addressed the many social and emotional problems encountered by dual career families. In similar literature it was found that wives of dual career families tend to come from a higher social and economic class than their husbands and that money is not a driving force [St John-Parsons, 1978]; organizations must be educated to the needs of dual career couples [Wallston, Foster, Berger, 1978]; both men and women share family responsibilities [Weingarten, 1978]; job satisfaction is related to the number of children [Bryson, Bryson, and Johnson, 1978]; dual career families are more inner-directed (i.e. the tendency for a person to act upon and be guided by his own principles or motives in contrast to responding to external pressures) and flexible in applying personal values than single career families [Huser and Grant, 1978].

While researching dual career families in the military it became apparent that the subject has received increasing attention. The results of a survey of Army officers [Hall, 1981] indicated that conflicts between the demands of the Army and needs of the family present an

extremely serious problem. Three of the four most important reasons for resigning involved the family (separation, stability, and spouse's feelings).

Suter [1979] examined the difference in attitudes and behavior of dual career families as to career intentions, career satisfaction, and family services within the Navy. There were significant differences in age, rank, designator, and intent. Also the biggest problem was the lack of geographical stability. Henderson [1981] in investigating dual career families within the Coast Guard Officer Corps and adequacy of the Coast Guard's policies toward these families observed significant differences among three life styles (dual career, single income, and dual income) in the number of children, age for spouse to resume employment, education level of spouse, and feelings toward detailer. Again, geographic stability is the biggest problem dual career families cope with.

##### 5. Families in the Military

This final section reviews the literature pertaining to the effects of the military way of life on the spouse and family. The Navy has long recognized the importance of the family and realize that the "normal" rigors of military life are difficult [Zech, 1982].

An early study of family disruptions during the moving process of Army enlisted personnel [Marsh, 1970] determined that a relationship exists between the amount of

disruption and rank, number of children, and ages of children. He postulated that families who have less contact with extra family resources (i.e. community, local services, friends etc.) experienced more family disruptions; however, having a new assignment perceived as career enhancing eased these burdens. In examining the perceptions of Navy wives toward Navy life, Muldrow [1971] found, in general, wives are happy with the Navy but that family separation, pay and lengths of deployment are the most unfavorable aspects of Navy life. The results of a Navy wives study [Grace, Steiner, and Holoter, 1976] validated the results of a previous survey of attitudes of enlisted wives and their impact on reenlistment. Their conclusions were that wives generally have a favorable attitude toward Navy life but that recent attitudes are less favorable than previously observed; more wives are working outside the home; dislike family separations; and have increased difficulty in getting assistance when the husband is away.

McCubbin, Dahl, and Hunter [1976] provides a comprehensive review of military family research from 1940 to 1975. The topics covered include mobility, child adjustment, separation, families in transition, family stress, etc., and an annotated bibliography. A critical point made is "the two social institutions, the military and the family, compete for the same resource, the serviceman."

Derr's [1979] study of the impact of spouses and families across Naval officers career stages revealed the lack of research in individual choices in Naval officer career decisions. He provides a detailed presentation of three career-family stages of the Naval officer. In exploring career-family concerns, he notes that..."many junior officers found their seniors unsympathetic...to family oriented values." There appears to be a "conflict of values between young officer couples and their seniors. Research shows that for many younger persons, self-family development and lifestyle have often replaced work as the primary value" [Estabrooks, 1981].

Githens [1979] analysis of Navy officer Exit Statements showed the deprivation of home life/family separation to be the number one reason for leaving the service; however, he cautions that officers are usually rationalizing their reason for leaving when filling out the statement.

In an Air Force study, Carr [1980] expresses the need for the military to understand the military families composition because the family is a primary and integral component of military policy. Also, fewer Air Force wives are sacrificing their own careers or family goals.

Addressing the SWO Junior officer retention problem Mohr, Holzbach, and Morrison [1981] examined the spouse's influence on career decisions. Their findings imply that wives have a major impact on their husbands careers, that

separation is the least favorable aspect of the Navy, that those wives supportive of a Navy career are more involved socially and emotionally, that single career wives have greater support toward the Navy than dual career couples, and that wives with children take longer to adjust to location changes. However, it is interesting to note that no difference existed in average career intent between married and single officers. Table I provides a summary of the research findings.

This chapter provided a review of the literature and from this a number of constructs can be identified from the perspective of turnover theory and research findings regarding career intent and the effect of household career status and family responsibility. Figure 2.1 provides a summary of the constructs identified.

Research findings suggest that notification time [Holzback et.al., 1980; Arima, 1981; Estabrooks, 1981], spouse involvement [Hall and Hall, 1978; Mohr et.al., 1981], and family disruptions [Marsh, 1970; McCubbin et.al., 1976] offer potential for explaining career intentions. Therefore, these same constructs may offer potential for explaining the effects of household career status and family responsibility.

TABLE I  
SUMMARY OF RESEARCH FINDINGS

| <u>Author(s)</u>               | <u>N</u> | <u>Occupation/Community</u>                     | <u>Dependent Variable</u>               | <u>Findings</u>   |
|--------------------------------|----------|---|---|---|
| Campbell (1980)                | 1084     | Surface Warfare Officers<br>YG 58-63            | Career Development                      | No absolute career path exists to ensure selection to command at sea.   |
| Parish (1979)                  | 937      | Surface Warfare Officers<br>YG 58-60            | Officer Promotion                       | Certain influences on promotion affect career development.  |
| Nedalog (1975)                 | 275      | US Navy Lieutenants                             | Twice failed selected for promotion     | Lack of career enhancing billets and poor management of career patterns.  |
| Derr (1979)                    | 154      | Naval Officers (five communities) plus 25 wives | Career anchor concepts                  | Definite career anchors exist (managerial and technical). Determined a new anchor, the warrior.   |
| Derr (1980)                    | 154      | Naval Officers (five communities) plus 25 wives | Retention                               | Life/family development issues and role of spouse impact on career decisions.   |
| Derr (1979)                    | 154      | Naval Officers (five communities) plus 25 wives | Career stages/retention                 | Spouse/family impact on officer retention and productivity.   |
| Grace, Steiner, Holoter (1976) | 584      | Navy wives                                      | Retention/reenlistment                  | Wives have great impact on reenlistment career decisions.   |
| Muldrow (1971)                 | 3063     | US Navy officer wives                           | Perceptions of Navy life                | Husband's absence, pay, and lengths of deployments are the most unfavorable aspect of Navy life.  |
| Marsh (1970)                   | 300      | Army enlisted families                          | Family disruption in the moving process | Family disruption vary as to rank, number of children, and age of children.   |
| Arima (1981)                   | 926      | Navy officers                                   | Career intention                        | Acceptability, timeliness, and attention paid to personal desires affect career intentions.   |
| Wolbach, Morrison Mohr (1980)  | 691      | SWO Junior officers                             | Career intent                           | Satisfaction with assignment process affects career decisions.  |
| Panchura (1979)                | 926      | Naval officers                                  | Detailling process                      | Major factors related to satisfaction with detailing process were fulfillment of personnel needs and perceptions of overall career development. |

TABLE I (Cont'd)

| Authors                         | N             | Occupation/Community            | Dependent Variable                                  | Findings   |
|---------------------------------|---------------|---------------------------------|---|--|
| Holzbach (1979)                 | 21 interviews | Surface Warfare Officers        | Retention   | Suggests family issues and assignment process be studied in relation to retention.   |
| Faucett, Skelton (1965)         | ---           | Naval Officers/ PG&E Executives | Retention   | Similar problems exist in selecting a career.  |
| Louis (1981)                    | 225           | MBA Graduates                   | Career planning                                     | Family contributes significantly to work life decisions.   |
| Hall (1981)                     | ---           | West Point Army Officers        | Career Family Conflict                              | Dual career couples in the military have serious conflicts between military demands and family needs.                                  |
| Waitzman, Robertson (1979)      | 7616          | Naval Officers                  | Retention   | Evaluates SPA models in estimating retention.  |
| Suter (1979)                    | 459           | Naval Officers                  | Career intent, career satisfaction, family services | Found difference between dual career and single career families in attitudes toward their career, their families, and family services. |
| Henderson (1981)                | 949           | Coast Guard Officers            | Dual careers  | Difference exist with respect to number of children, age for spouse to resume employment, and how they felt about detailers.           |
| Rapoport & Rapoport (1977)      | 5             | British dual career couples     | ----  | Describe social and emotional problems countered by dual career couples  |
| Estabrooks (1981)               | 926           | Naval Officers                  | Career intent                                       | Desirability of new billet and satisfaction with detailing process are strong predictors of career intent.                             |
| Hohr, Morrison, Holzbach (1981) | 312           | Surface Warfare Junior Officers | Retention   | Spouse's have major impact on career decisions.  |
| Githens (1979)                  | 2980          | Naval Officers                  | Retention   | Analysis of officer exit statements showed home life/family separation was main reason for resigning.                                  |
| Russell (1982)                  | ---           | Naval Officers                  | Assignment process                                  | Model to assist detailer is proposed.  |

TABLE I (Cont'd)

| <u>Authors</u>                | <u>N</u> | <u>Occupation/Community</u> | <u>Dependent Variable</u>                      | <u>Findings</u>  |
|-------------------------------|----------|-----------------------------|--|--|
| Parker (1979)                 | ---      | SNO Junior Officers         | Retention                                      | Economic retention model.  |
| McCubbin, Dahl, Hunter (1976) | ---      | US Army                     | Military Families                              | Detailed look at problems related to the military family.  |
| Carr (1980)                   | ---      | US Air Force                | Families                                       | Overview of Air Force families and the many policy implications.                                     |
| Bryson, Bryson (ED.) (1982)   | ---      | Dual career couples         |  | Articles dealing with problems which face dual career families.                                      |
| Morrison, Cook (1982)         | 20,000   | Naval Officers (01-05)      | Career intent, officer quality, career success | Multiple-Cohort Longitudinal Analysis of the first 24 years.   |
| Hall & Hall (1978)            | ---      | Dual career couples         |  | Impact of dual career couples on organizations and the need for organizations to develop a strategy. |
| London & Stumpf (1982)        | ---      | Organization in general     | Careers  |  |
| Hall & Hall (1979)            | ---      | Organization in general     | Careers  |  |
| Zech                          | ---      | US Navy                     | Manpower, Personnel, training                  | Present state of US Navy Manpower.   |

## CONSTRUCTS

### Assignment process

informal notification time

formal notification time

### Spouse involvement

in reassignment decisions

in major career decisions

### Family disruptions

spouse employment

disruption of family schooling

out of pocket expenses

disruption of social relations

family separation

Figure 2.1. Construct Summary.

The discussion thus far leads to the following hypotheses:

H1 Single career households will have greater career intention than dual career households and no family responsibility groups will have less career intention than groups with family responsibility.

H2 a) Family disruptions will vary across household career status and family responsibility with dual career households experiencing greater disruptions than single career households and no children families experiencing less disruptions than families with children.

b) Spouse involvement in career decisions will vary across household career status and family responsibility with dual career households having more involvement than single career households and no children families having less involvement than families with children.

c) Adequacy of notification of reassignment will vary across household career status and family responsibility with dual career households less satisfied with notification than single career households and no children families more satisfied with notification than families with children.

H3 Career intention is: 1) negatively related to family disruptions, 2) positively related to spouse involvement in career decision process, and 3) positively related to adequacy of notification of reassignment.

H4 Differences in career intent across household career status and family responsibilities will be reduced when family disruptions, spouse involvement in career decision process, and adequacy of notification of reassignment are held constant.

Figure 2.2 displays the relationships to be tested by these hypotheses. Additionally, interactive effects of household career status X family responsibility X rank will be explored.

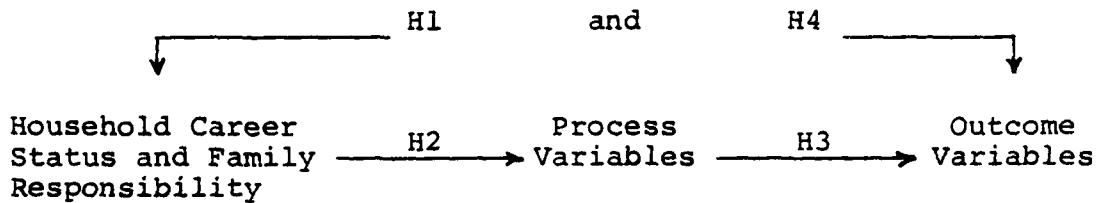


Figure 2.2. Summary of Relationships to be Tested.

The next chapter discusses the methodology to be used in testing the hypotheses developed in this chapter. General design, survey questionnaire, sample, study variables, and method of data analysis are discussed.

### III. METHODOLOGY

#### A. GENERAL DESIGN

This research is a survey field study of the Surface Warfare Officer community, which represents approximately 19 percent of the United States Navy. An abstract of the variables of interest was obtained from a previously prepared and administered survey questionnaire (see Appendix A). The dependent variable of interest is career intention. Statistical analyses in testing the hypotheses were conducted, utilizing the Statistical Package for the Social Sciences [Nie, Hull, Jenkins, Steinbrenner, and Bent, 1975].

#### B. SAMPLE

The target population is the Surface Warfare Officer community, which is composed of officers with designators 111X (SWO qualified) and 116X (in training for SWO qualification) ranging in rank from Ensign to Admiral. However, for the purpose of this study only the ranks Ensign (O1) to Commander (O5) are of interest. Table II describes the Navy officer population (O1 to O5).

#### C. SURVEY QUESTIONNAIRE

The Surface Warfare Career Questionnaire is part of a larger research project being conducted by the Navy Personnel Research and Development Center (NPRDC) San Diego, Ca. The

TABLE II  
NAVAL OFFICER POPULATION (O1 TO O5)

| Rank                 | SWO Community | Total Navy |
|----------------------|---------------|------------|
| Commander            | n = 1663      | n = 7843   |
| Lieutenant Commander | n = 1928      | n = 12316  |
| Lieutenant           | n = 3051      | n = 20087  |
| Lieutenant (j.g.)    | n = 2431      | n = 9735   |
| Ensign               | n = 2816      | n = 10765  |
| Total                | N = 11889     | N = 60746  |

The sample population is depicted in Table III and represents the year groups 61 to 80 (Ensign to Commander). This sample size reflects a response rate of 36 percent.

TABLE III

| SURFACE WARFARE OFFICER SAMPLE POPULATION |          |
|---|----------|
| Commander                                 | n = 850  |
| Lieutenant Commander                      | n = 792  |
| Lieutenant                                | n = 639  |
| Lieutenant (j.g.)                         | n = 440  |
| Ensign                                    | n = 138  |
| Total                                     | N = 2859 |

research was initiated in support of a Chief of Naval Personnel request to determine factors in the Navy's career management system that affect officer career decision-making and action. The questionnaire was intended to survey approximately 8,000 randomly selected Surface Warfare Officers (year group 61 to 80) over a period of time. The major sections of the questionnaire (see Appendix A) provide questions regarding: 1) background information, 2) professional qualifications, 3) present assignment experience, 4) assignment process, 5) decision process, 6) career management, 7) career attitudes, 8) education, 9) training and professional development, and 10) supplemental questions. In this study additional background information was provided from the Officer Master File (i.e. active duty entry base date, commissioning date, initial gain to active duty date, primary dependents, commissioning source, year group, and quality index).

#### D. STUDY VARIABLES

This section describes the variables used during analysis, presents the actual survey item, and explains the concepts to be measured. Each variable was considered to be a measure of one of the broad constructs: 1) household career status, 2) family responsibility, 3) length of service, 4) career intent, 5) family disruptions, 6) spouse involvement, and 7) assignment process. While many of the variables were useable with their original survey codings,

some variables required recoding to reflect the underlying construct.

1. Household Career Status

Career status of the family is defined here as either a single career family or a dual career family. A single career family is one in which the spouse is employed as a full-time homemaker; whereas a dual career family is one in which the spouse is employed fulltime in any occupational field outside the home. For the purpose of this study, it was inferred that "primarily employed" means the working spouse is employed fulltime and actively involved in her career. A new variable (CAREER) was created and coded 1) single career and 2) dual career. The following item on the survey was used:

How is your spouse primarily employed? (choose best response)

|                        |                     |
|------------------------|---------------------|
| 1. Full-time homemaker | 7. Consultant       |
| 2. Secretary/clerical  | 8. Business/Finance |
| 3. Teacher             | 9. Navy officer     |
| 4. Nurse               | 10. Navy enlisted   |
| 5. Engineer            | 11. Other military  |
| 6. Other professional  | 12. Other           |

2. Family Responsibility

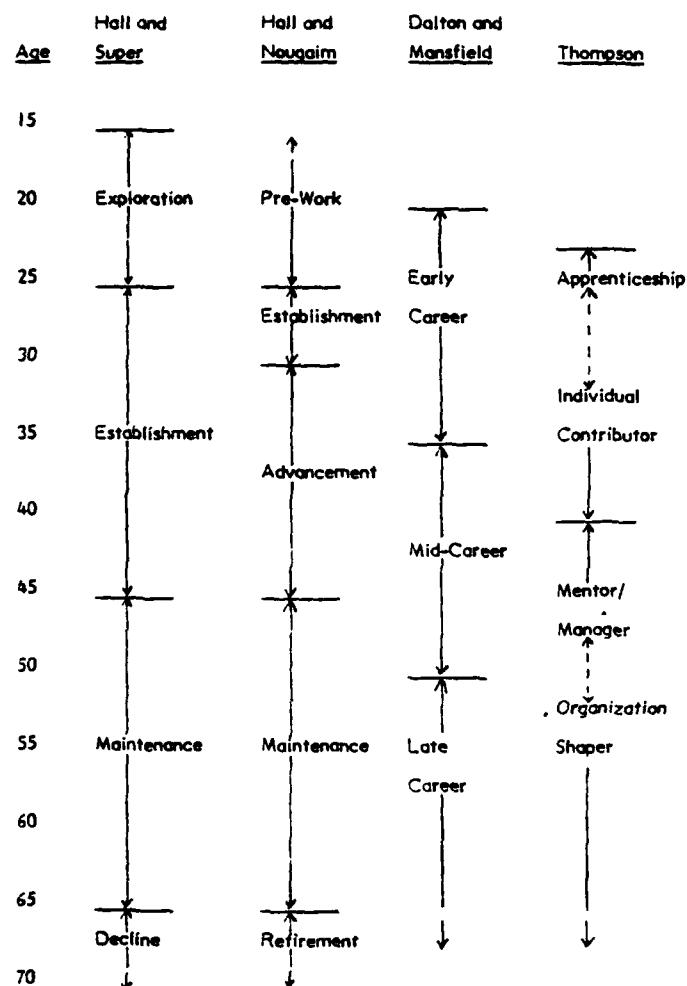
Family role responsibilities increase with the number of dependents [Hall, 1976]. The number of primary dependents for the respondents was obtained from the Officer

Master File. It is a one character alpha/numeric code reflecting the primary dependents. The variable codes were recoded to numeric. It was determined that an adequate representation of the actual degree of family responsibility could be obtained by equating families with no children to "no family responsibilities," families with less than the median number of children to "less family responsibilities" and families with greater than the median number of children to "more family responsibilities." To accomplish this a new variable (FAMILY) was created and coded 1) no family responsibility and 2) less than the median number of children and 3) greater than the median number of children.

### 3. Length of Service

Various career stage theories have evolved primarily from Erikson's Theory of Life Stages [Hall, 1976]. These theories state that an adult develops through specific stages or steps and that each stage is bound by a unique age range. To be "normal," an individual must progress from one stage to the next at a specific chronological age [Morrison and Cook, 1982]. Major career stage models are presented in Figure 3.1.

A related issue for married people with children is the fact that a family goes through life stages of its own and these family stages may be either compatible or in conflict with the career stages [Hall, 1976]. Furthermore, Hall [1976] found pressures from the home increase as the family grows.



(Source: Morrison, R.F. and Cook, T.M. "Military Officer Career Development and Decision Making: A Multiple-Cohort Longitudinal Analysis of the First Twenty-Four Years," DPRDC, San Diego, [March, 1982]).

Figure 3.1. Career Stage Models.

Career stages within the Naval Officer's career exist; however, they are not bound by a unique age range, but rather by a range of years of commissioned service (YCS). To be "normal," an officer must progress through promotion flow points to the next higher rank. Figure 3.2 describes the promotion flow points based on Years of Commissioned Service.

Derr [1979] in studying marriage/family issues and life styles across Naval Officer careers concluded there are three major stages in the Naval Officers career-family life. The most salient conclusion is that there is a strong link at all stages between the dynamics of family life and officer productivity. Table IV summarizes Derr's Naval Officer Career Stages.

| <u>To Grade Of</u> | <u>Promotion Flow Points</u> |
|--------------------|------------------------------|
| Ltjg               | 2 years                      |
| Lt                 | 4 years                      |
| Lcdr               | 9 years                      |
| Cdr                | 14-15 years                  |
| Capt               | 21-22 years                  |
| Cadm               | 25 years                     |

Figure 3.2. Promotion Flow Points.

The above discussion indicates that it would be appropriate to include the effects of rank in any analysis undertaken. The respondents year group information,

TABLE IV  
DERR'S NAVAL OFFICER CAREER STAGES

| <u>Stage</u> | <u>Rank</u>      | <u>Major Issues</u>   |
|--------------|------------------|---|
| Early-career | Ensign, Ltjg     | ascertain if he wants to make the Navy a career<br>adjusting to Navy way of life<br>developing a work-family model                  |
| Mid-career   | Lt, Lcdr         | more sure of his career anchor<br>"questioning" period<br>family issues become acute<br>wife is greatest impact on career decisions |
| Late-career  | Cdr, Capt<br>Adm | geographic stability is key family issue<br>planning for transition to retirement<br>confronting issue of aging                     |

provided from the Officer Master File, was recoded to reflect their present rank as follows:

|          |                           |
|----------|---------------------------|
| YG 80    | Ensign                    |
| YG 78-79 | Lieutenant (junior grade) |
| YG 74-77 | Lieutenant                |
| YG 68-73 | Lieutenant Commander      |
| YG 61-67 | Commander                 |

This grouping resulted in small cell sizes for the Ensign (23) and Ltjg (94) ranks. Therefore, the year groups were combined into two groups, 1) Junior Officers (Ensign, Ltjg, and Lt)  $N = 363$  and, 2) Senior/Career Officers (Lcdr and Cdr),  $N = 913$ . Eventhough this eased interpretation of results across ranks, it suggests that the married sample may be somewhat biased in favor of senior/career officers. In the sample population 57 percent were senior officers and 43 percent were junior officers where as in the married sample the percentages were 72 and 28 respectively.

#### 4. Career Intent

The intensity of the officers desire to continue his Naval career at least until eligible for retirement was obtained directly from an item on the questionnaire. The areas on the scale are described, in terms of probability of continuing military career, to provide meaningful reference points. The respondent was to check the one which most closely represents his current level of career intention. The following item was used to measure career intent:

How certain are you that you will continue an active Navy career at least until you are eligible for retirement?

1. 99.9-100% I am virtually certain that I will not leave the Navy voluntarily prior to becoming eligible for retirement.
2. 90-99.8% I am almost certain I will continue my military career if possible.
3. 75-89.9% I am confident that I will continue my Navy career until I can retire.
4. 50-74.9% I probably will remain in Navy until I am eligible for retirement.
5. 25-49.9% I probably will not continue in the Navy until I am eligible for retirement.
6. 10-24.9% I am confident that I will not continue my Navy career until I can retire.
7. 0.2-9.9% I am almost certain that I will leave the Navy as soon as possible.
8. 0.0-0.1% I am virtually certain that I will not voluntarily continue in the Navy until I am eligible for retirement.

5. Family Disruptions

As shown previously, March [1970] explored family disruption associated with the moving process and McCubbin, Dahl, Hunter [1976] presented a detailed look at military family problems. It would have been desirable to have specific items which would measure all aspects of family disruptions. However, this was not available on the SWO career questionnaire. Therefore, to remove this problem and still obtain an accurate measure of family disruptions it was determined that looking at the impact of a permanent

change of station (PCS) move would suffice. The following questionnaire item was used to generate five variables:

Rank order the following items according to the severity of their impact on your most recent PCS move (the most severe = 1).

- a. My spouse's employment
- b. Disruptions in family schooling
- c. My out-of-pocket expenses
- d. Disruptions in social relations
- e. The moving process itself
- f. My unavailability to help the family (deployed, for example).

6. Spouse Involvement

Mohr, Holzbach, and Morrison [1981] in their study of junior officers found there was a significant difference between a housewife and a wife employed outside the home with regard to their participation in their husbands career. In investigating how dual career couples cope with problems, Hall and Hall [1978] contend that a key to the success of dual career relationships is a mutual commitment to both careers.

This was operationalized in two ways. First, the amount of spouse involvement in reassignment decisions and secondly, the amount of spouse involvement in career decisions. The following questionnaire items were used to measure this construct:

Respond to the following items using the following scale:

|                            |          |          |                     |          |          |                |
|----------------------------|----------|----------|---------------------|----------|----------|----------------|
| <u>1</u>                   | <u>2</u> | <u>3</u> | <u>4</u>            | <u>5</u> | <u>6</u> | <u>7</u>       |
| I defer to spouse's wishes |          |          | equal participation |          |          | I decide alone |

How involved was your spouse when you made decisions during your last reassignment (completing the Preference, Card for example).

How involved is your spouse when you are making major career decisions such as staying in the Navy, choosing a second career, retiring, etc.

It should be noted that this is the response of the officer and not the response of his wife.

#### 7. Assignment Process

The literature review indicated there is much concern over the assignment process and its effect on retention. Arima [1981] and Holzbach, Morrison, Mohr [1980] found career intent related to timeliness of assignment. To measure this, specific questions were used from the survey. Thus the following questions measure the satisfactoriness of the amount of notification of reassignment:

How satisfactory was the amount of notification time you received for--

|                          |     |                  |                  |              |                        |
|--------------------------|-----|------------------|------------------|--------------|------------------------|
|                          |     | more than enough | just about right | cut it close | totally unsatisfactory |
| a. Informal notification | N/A | ( )              | ( )              | ( )          | ( )                    |
| b. Formal notification   |     | ( )              | ( )              | ( )          | ( )                    |

The "not applicable" responses were treated as missing values.

#### E. METHOD OF DATA ANALYSIS

Tables V to VIII summarize the statistical techniques used in testing the hypotheses. The methods used include: analysis of variance, analysis of covariance, Pearson product-moment correlations, and multiple regression. The Statistical Package for the Social Sciences [Nie et.al., 1975] was used in the analyses.

Chapter IV presents the test results for the four hypotheses following an overview of the sample and the study variables.

TABLE V  
HYPOTHESIS 1 ANALYSIS

Single career households will have greater career intentions than dual career households and no family responsibility groups will have less career intention than family responsibility groups.

| <u>TECHNIQUE</u>     | <u>DEPENDENT VARIABLE</u> | <u>INDEPENDENT VARIABLES</u>                             | <u>TEST STATISTIC</u> |
|----------------------|---------------------------|--|-----------------------|
| Analysis of variance | Career intent             | Household career status<br>Family responsibility<br>Rank | F                     |

TABLE VI  
HYPOTHESIS 2 ANALYSIS

a) Family disruptions will vary across household career status and family responsibility with dual career households experiencing greater disruptions than single career households and no children families experiencing less disruptions than families with children, b) Spouse involvement in career decisions will vary across household career status and family responsibility with dual career households having more involvement than single career households and no children families having less involvement than families with children, c) Adequacy of notification of reassignment will vary across household career status and family responsibility with dual career households less satisfied with notification than single career households and no children families more satisfied with notification than families with children.

| <u>TECHNIQUE</u>     | <u>DEPENDENT VARIABLES</u>                 | <u>INDEPENDENT VARIABLES</u> | <u>TEST STATISTIC</u> |
|----------------------|--|------------------------------|-----------------------|
| Analysis of variance | Family disruptions                         | Household career status      | F                     |
|                      | Spouse involvement in assignment decisions | Family responsibilities Rank |                       |
|                      | Spouse involvement in career decisions     |                              |                       |
|                      | Informal notification time adequacy        |                              |                       |
|                      | Formal notification time adequacy          |                              |                       |

TABLE VII

## HYPOTHESIS 3 ANALYSIS

Career intention is: 1) negatively related to family disruptions, 2) positively related to spouse involvement in career decision process, and 3) positively related to adequacy of notification of reassignment.

| <u>TECHNIQUE</u>                   | <u>CRITERION VARIABLE</u> | <u>PREDICTOR VARIABLES</u>                 | <u>TEST STATISTIC</u> |
|------------------------------------|---------------------------|--|-----------------------|
| Pearson product-moment correlation | Career intent             | Family disruptions                         | One-tailed t          |
|                                    |                           | Spouse involvement in assignment decisions |                       |
|                                    |                           | Spouse involvement in career decisions     |                       |
|                                    |                           | Informal notification time adequacy        | F                     |
|                                    |                           | Formal notification time adequacy          |                       |
|                                    | Multiple regression       |  |                       |

TABLE VIII  
HYPOTHESIS 4 ANALYSIS

Difference in career intent across household career status and family responsibilities will be reduced when family disruptions, spouse involvement in career decision process, and adequacy of notification of reassignment are held constant.

| <u>TECHNIQUE</u>       | <u>DEPENDENT VARIABLE</u> | <u>COVARIATES</u>   | <u>INDEPENDENT VARIABLE</u>   | <u>TEST STATISTIC</u> |
|------------------------|---------------------------|---|---|-----------------------|
| Analysis of covariance | Career intent             | Family disruptions<br>Spouse involvement<br>in assignment decisions | Household career status<br>Family responsibilities<br>Rank<br>Spouse involvement<br>in career decisions | F                     |

#### IV. RESULTS

This chapter presents the results of the four hypotheses tests following an overview of the sample and the study variables.

##### A. OVERVIEW

The Surface Warfare Officer community is one of the three major warfare specialities within the U.S. Navy, but only represents 18.7 percent of the total Naval Officer Corps. The sub-population of SWO, ensign to commander, is 19.5 percent of the total Navy, ensign to commander population. The SWO O1 to O5 sample in this study consisted of 2859 usable cases which is 24 percent of the O1 to O5 SWO community, thus representing a substantial portion of the Navy's SWO community.

The typical survey respondent, based on the mean response, was a male, lieutenant commander with 12 years of service, married with two children, single career household, and commissioned through an OCS program. He was neutrally satisfied with his Naval career, although confident he would remain on active duty until eligible for retirement.

It has often been found in retention studies that compatibility of family life with military career life has affected military member's decisions regarding retention

[McCubbin, Hunter, and Dahl, 1978; Suter, 1979]. Therefore, the analysis in this study is directed toward the married Naval officer and his intention to make the Navy a career. The married officer constitutes a significantly large portion of the total Navy Officer Corps and the SWO community as presented in Figures 4.1 and 4.2.

Table IX provides respondent background characteristics by marital and dependent status. As shown, 21 percent were single, 20 percent were married with no children, and 55.5 percent were married with children. Similar characteristics of married respondents by household career status are presented in Table X. This shows single career families make up 51 percent of the married sample and 49 percent had spouses employed outside the home.

#### B. STUDY VARIABLES

Prior to conducting any detailed analysis of the married sample, using the variables of interest, it was prudent to delete all missing values and erroneously coded data, in a listwise manner. This resulted in reducing the usable cases to  $N = 1277$ , which is 58 percent of the married respondents. This is unfortunate; however, necessary to formally test hypothesis four. Given the length of the survey (approximately 1200 variables) it comes as little surprise that so many variables have missing values. Future research should investigate the extent to which missing values may have influenced the results.

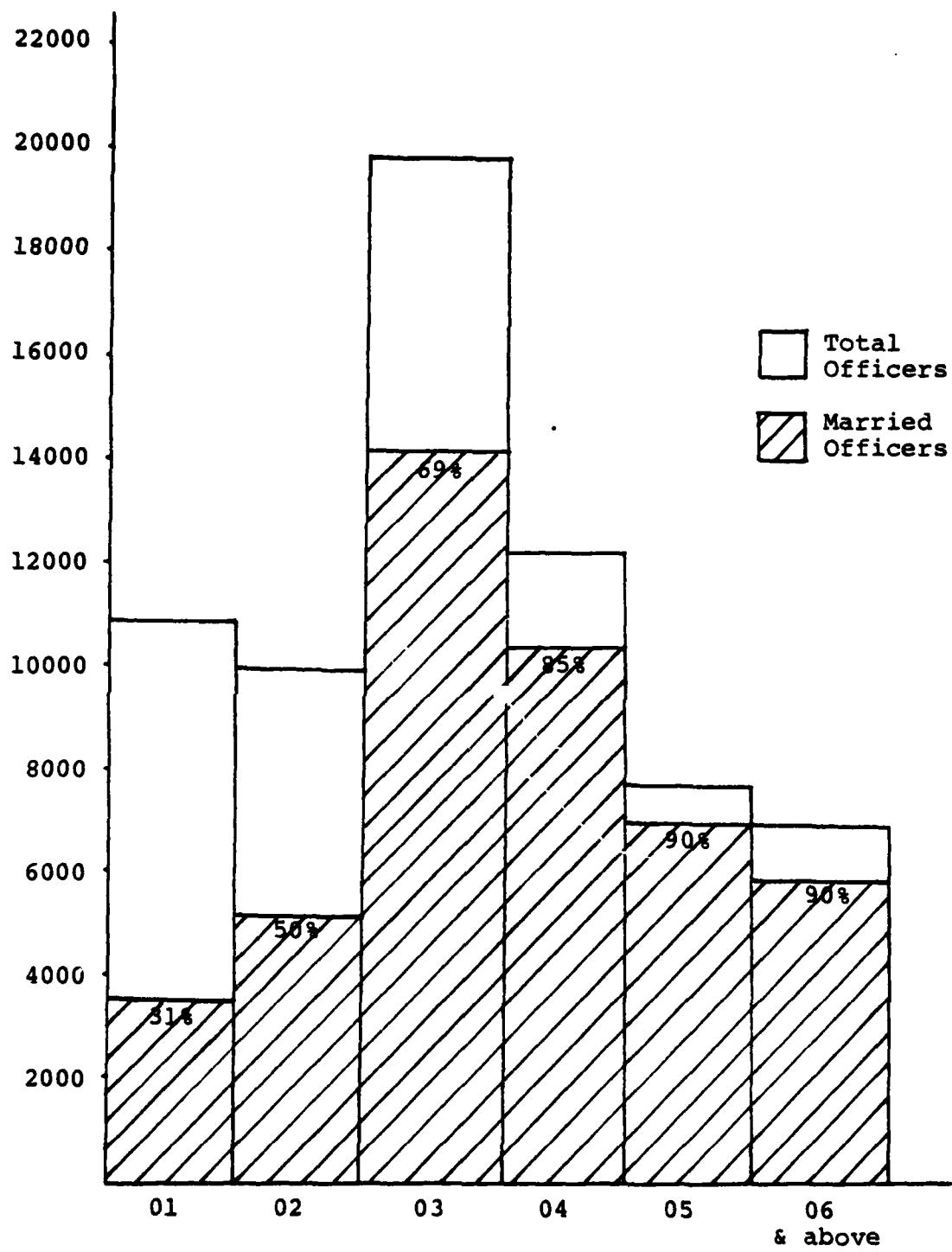


Figure 4.1. Total Navy Profile by Rank.

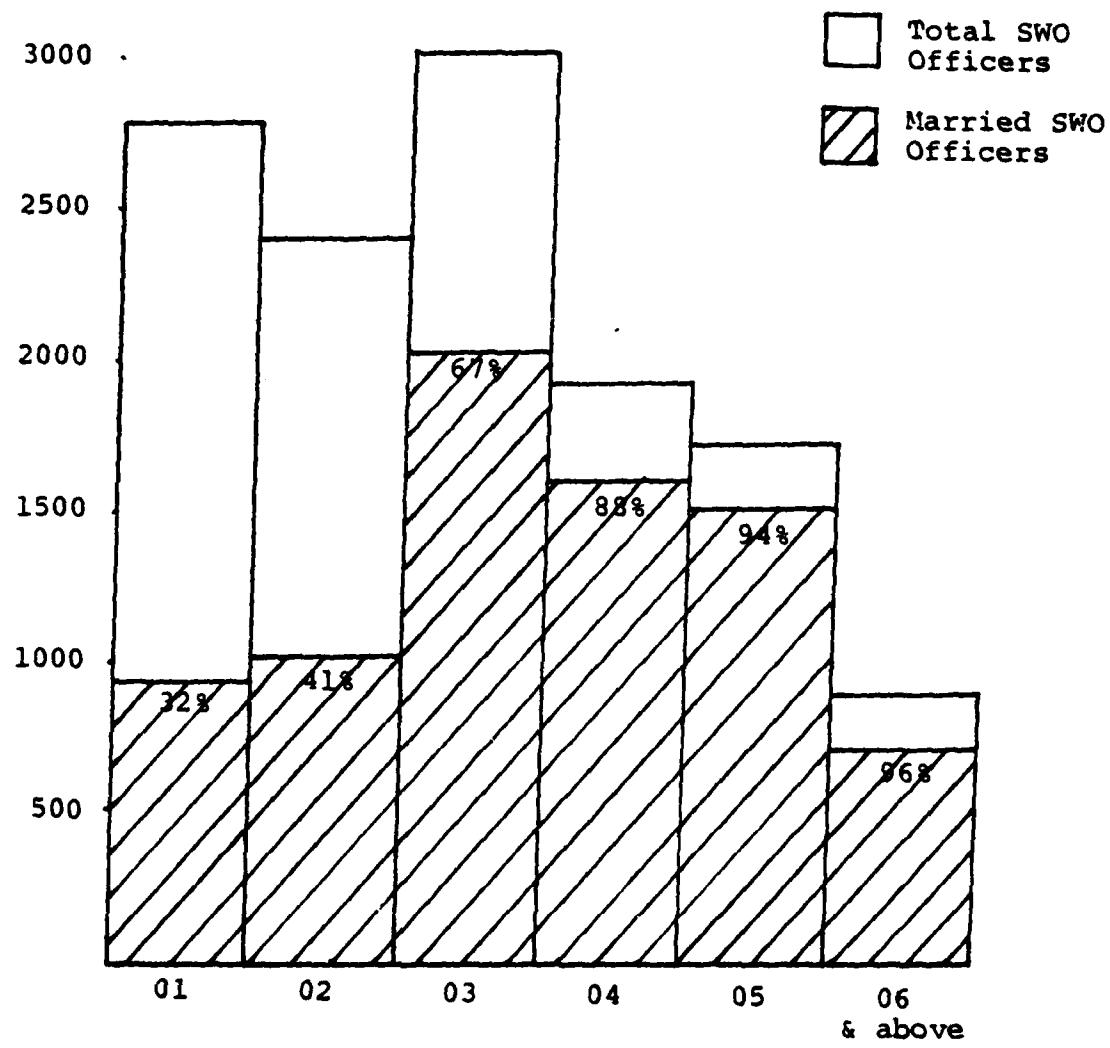


Figure 4.2. SWO Profile by Rank.

**TABLE IX**  
**SAMPLE CHARACTERISTICS BY MARITAL STATUS AND DEPENDENT STATUS BY RANK, COMMISSIONING SOURCE, AND PRESENT TOUR**

| <b>RANK</b>              | <b>Single</b> |               | <b>Married<br/>No Children</b> |               | <b>Married<br/>W/Children</b> |               | <b>Other<sup>1</sup></b> |              | <b>Total</b> |               |
|--------------------------|---------------|---------------|--------------------------------|---------------|-------------------------------|---------------|--------------------------|--------------|--------------|---------------|
|                          | <b>N</b>      | <b>(%)</b>    | <b>N</b>                       | <b>(%)</b>    | <b>N</b>                      | <b>(%)</b>    | <b>N</b>                 | <b>(%)</b>   | <b>N</b>     | <b>(%)</b>    |
| <b>ENS</b>               | <b>92</b>     | <b>(66.6)</b> | <b>28</b>                      | <b>(20.3)</b> | <b>11</b>                     | <b>(8.0)</b>  | <b>7</b>                 | <b>(5.0)</b> | <b>138</b>   | <b>(4.8)</b>  |
| <b>LTJG</b>              | <b>224</b>    | <b>(50.9)</b> | <b>131</b>                     | <b>(29.8)</b> | <b>73</b>                     | <b>(2.7)</b>  | <b>12</b>                | <b>(2.7)</b> | <b>440</b>   | <b>(15.4)</b> |
| <b>LT</b>                | <b>174</b>    | <b>(27.2)</b> | <b>198</b>                     | <b>(31.0)</b> | <b>248</b>                    | <b>(38.8)</b> | <b>19</b>                | <b>(3.0)</b> | <b>639</b>   | <b>(22.4)</b> |
| <b>LCDR</b>              | <b>75</b>     | <b>(9.5)</b>  | <b>157</b>                     | <b>(19.8)</b> | <b>531</b>                    | <b>(67.0)</b> | <b>29</b>                | <b>(3.7)</b> | <b>792</b>   | <b>(27.7)</b> |
| <b>CDR</b>               | <b>37</b>     | <b>(4.4)</b>  | <b>66</b>                      | <b>(7.8)</b>  | <b>724</b>                    | <b>(85.2)</b> | <b>23</b>                | <b>(2.7)</b> | <b>850</b>   | <b>(29.7)</b> |
| <b>Total</b>             | <b>602</b>    | <b>(21)</b>   | <b>580</b>                     | <b>(20)</b>   | <b>1587</b>                   | <b>(55.5)</b> | <b>90</b>                | <b>(3)</b>   | <b>2859</b>  | <b>(100)</b>  |
| <b>COMMISSION SOURCE</b> |               |               |                                |               |                               |               |                          |              |              |               |
| <b>USNA</b>              | <b>162</b>    | <b>(19.4)</b> | <b>202</b>                     | <b>(24.2)</b> | <b>452</b>                    | <b>(54.2)</b> | <b>18</b>                | <b>(2.2)</b> | <b>834</b>   | <b>(29.2)</b> |
| <b>NROTC</b>             | <b>193</b>    | <b>(26.4)</b> | <b>186</b>                     | <b>(25.4)</b> | <b>338</b>                    | <b>(46.2)</b> | <b>14</b>                | <b>(1.9)</b> | <b>731</b>   | <b>(25.6)</b> |
| <b>OCS</b>               | <b>222</b>    | <b>(24.0)</b> | <b>148</b>                     | <b>(16.0)</b> | <b>517</b>                    | <b>(55.8)</b> | <b>39</b>                | <b>(4.2)</b> | <b>926</b>   | <b>(32.4)</b> |
| <b>NESEP</b>             | <b>13</b>     | <b>(5.2)</b>  | <b>31</b>                      | <b>(12.4)</b> | <b>191</b>                    | <b>(76.4)</b> | <b>15</b>                | <b>(6.0)</b> | <b>250</b>   | <b>(8.7)</b>  |
| <b>OTHER</b>             | <b>12</b>     | <b>(10.1)</b> | <b>13</b>                      | <b>(11.0)</b> | <b>89</b>                     | <b>(75.4)</b> | <b>4</b>                 | <b>(4.0)</b> | <b>118</b>   | <b>(4.1)</b>  |
| <b>Total</b>             | <b>602</b>    | <b>(21)</b>   | <b>580</b>                     | <b>(20)</b>   | <b>1587</b>                   | <b>(55.5)</b> | <b>90</b>                | <b>(3)</b>   | <b>2859</b>  | <b>(100)</b>  |
| <b>PRESENT TOUR</b>      |               |               |                                |               |                               |               |                          |              |              |               |
| <b>Sea</b>               | <b>439</b>    | <b>(27.6)</b> | <b>345</b>                     | <b>(21.7)</b> | <b>753</b>                    | <b>(47.3)</b> | <b>55</b>                | <b>(3.5)</b> | <b>1592</b>  | <b>(55.7)</b> |
| <b>Shore</b>             | <b>163</b>    | <b>(12.9)</b> | <b>235</b>                     | <b>(18.5)</b> | <b>834</b>                    | <b>(65.8)</b> | <b>35</b>                | <b>(2.7)</b> | <b>1267</b>  | <b>(44.3)</b> |
| <b>Total</b>             | <b>602</b>    | <b>(21)</b>   | <b>580</b>                     | <b>(20)</b>   | <b>1587</b>                   | <b>(55.5)</b> | <b>90</b>                | <b>(3)</b>   | <b>2859</b>  | <b>(100)</b>  |

**Footnote**

<sup>1</sup>Includes the categories married no primary dependents and dependent children with no spouse.

TABLE X  
MARRIED SAMPLE BY HOUSEHOLD CAREER STATUS

| RANK              | <u>Single<br/>Career<br/>Family</u> |               | <u>Dual<br/>Career<br/>Family</u> |               | <u>Total</u> |               |
|-------------------|-------------------------------------|---------------|-----------------------------------|---------------|--------------|---------------|
|                   | N                                   | (%)           | N                                 | (%)           | N            | (%)           |
| ENS               | 9                                   | (17.6)        | 42                                | (82.4)        | 51           | (2.3)         |
| LTJG              | 69                                  | (32.1)        | 146                               | (67.9)        | 215          | (9.8)         |
| LT                | 233                                 | (50.6)        | 227                               | (49.4)        | 460          | (21.1)        |
| LCDR              | 400                                 | (58.6)        | 283                               | (41.4)        | 683          | (31.3)        |
| CDR               | <u>409</u>                          | <u>(52.7)</u> | <u>367</u>                        | <u>(47.3)</u> | <u>776</u>   | <u>(35.5)</u> |
| Total             | 1120                                | (51)          | 1065                              | (49)          | 2185         | (100)         |
| COMMISSION SOURCE |                                     |               |                                   |               |              |               |
| USNA              | 348                                 | (53.0)        | 308                               | (47.0)        | 656          | (30)          |
| NROTC             | 260                                 | (49.1)        | 270                               | (50.9)        | 530          | (24.3)        |
| OCS               | 347                                 | (50.8)        | 336                               | (49.2)        | 683          | (31.3)        |
| NESEP             | 121                                 | (53.8)        | 104                               | (46.2)        | 225          | (10.3)        |
| OTHER             | <u>44</u>                           | <u>(53.0)</u> | <u>39</u>                         | <u>(47.0)</u> | <u>83</u>    | <u>(3.8)</u>  |
| Total             | 1120                                | (51)          | 1065                              | (49)          | 2185         | (100)         |
| PRESENT TOUR      |                                     |               |                                   |               |              |               |
| Sea               | 563                                 | (50.3)        | 557                               | (49.7)        | 1120         | (51.3)        |
| Shore             | <u>557</u>                          | <u>(52.3)</u> | <u>508</u>                        | <u>(47.7)</u> | <u>1065</u>  | <u>(48.7)</u> |
| Total             | 1120                                | (51)          | 1065                              | (49)          | 2185         | (100)         |

The married respondents were broken down into seven categories: 1) single career family (n = 710), 2) dual career family (n = 567), 3) married with no children (n = 256), 4) married with less than the median number of children (n = 262), 5) married with greater than the median number of children (n = 258), 6) junior officers (n = 364), and 7) senior officers (n = 913). These categories are used extensively throughout all the analysis. Table XI presents the responses to each study variable by household career status, family responsibility, and rank.

#### C. HYPOTHESES TESTS

##### 1. Hypothesis 1

The hypothesis being tested is that single career households will have greater career intention than dual career households and no family responsibility groups will have less career intention than family responsibility groups. In testing this hypothesis, the "classical experimental approach" [Nie et.al. pg. 398] of analysis of variance (ANOVA) was performed with career intent as the dependent variable and household career status, family responsibility, and rank as the independent variables.

The results of this analysis are summarized in Tables XII and XIII. As shown, there was a significant main effect for family responsibility ( $p < .001$ ) and rank ( $p < .001$ ). As expected however, significant interactions exist for

TABLE XI  
STUDY VARIABLES BY HOUSEHOLD CAREER STATUS, FAMILY RESPONSIBILITY, AND RANK

|  | Mean | SD   | Single<br>Career<br>Family | Dual<br>Career<br>Family | Married<br>No<br>Children | < Median<br>Children | > Median<br>Children | Junior<br>Officers | Senior<br>Officers |
|--|------|------|----------------------------|--------------------------|---------------------------|----------------------|----------------------|--------------------|--------------------|
| <u>Informal notification time adequacy</u> |      |      |                            |                          |                           |                      |                      |                    |                    |
| 1 Totally unsatisfactory                   | 3.07 | .65  | N (4)                      | N (4)                    | N (4)                     | N (4)                | N (4)                | N (4)              | N (4)              |
| 2 Cut it too close                         | 1.16 | .16  | 65 (12)                    | 23 (9)                   | 65 (9)                    | 24 (9)               | 25 (7)               | 87 (10)            |                    |
| 3 Just about right                         | 2.64 | .37  | 73 (13)                    | 35 (14)                  | 114 (15)                  | 40 (16)              | 47 (13)              | 142 (16)           |                    |
| 4 More than enough                         | 2.83 | .40  | 206 (36)                   | 99 (39)                  | 279 (37)                  | 92 (36)              | 148 (41)             | 322 (35)           |                    |
| <u>Formal notification time adequacy</u>   |      |      |                            |                          |                           |                      |                      |                    |                    |
| 1 Totally unsatisfactory                   | 2.62 | 1.04 | 123 (17)                   | 114 (20)                 | 46 (18)                   | 142 (19)             | 49 (19)              | 61 (17)            | 176 (19)           |
| 2 Cut it too close                         | 1.80 | .25  | 125 (22)                   | 68 (27)                  | 178 (23)                  | 59 (23)              | 90 (25)              | 215 (24)           |                    |
| 3 Just about right                         | 2.17 | .33  | 193 (34)                   | 70 (31)                  | 260 (34)                  | 91 (35)              | 122 (34)             | 308 (34)           |                    |
| 4 More than enough                         | 1.70 | .24  | 135 (24)                   | 64 (25)                  | 182 (24)                  | 59 (23)              | 91 (25)              | 214 (23)           |                    |
| <u>Disrupt my spouse's employment</u>      |      |      |                            |                          |                           |                      |                      |                    |                    |
| 1 Most severe                              | 3.16 | 3.38 | 22 (3)                     | 103 (18)                 | 61 (24)                   | 48 (6)               | 16 (6)               | 51 (14)            | 74 (8)             |
| 2  | 20   | 1.1  | 75 (13)                    | 39 (15)                  | 43 (6)                    | 13 (5)               | 35 (10)              | 60 (7)             |                    |
| 3  | 24   | 3.1  | 69 (12)                    | 24 (9)                   | 55 (7)                    | 14 (5)               | 27 (7)               | 66 (7)             |                    |
| 4  | 70   | 1.0  | 92 (16)                    | 46 (18)                  | 92 (12)                   | 24 (9)               | 62 (17)              | 100 (11)           |                    |
| 5  | 187  | .26  | 123 (22)                   | 64 (25)                  | 188 (25)                  | 58 (22)              | 102 (28)             | 208 (23)           |                    |
| 6 Least severe                             | 387  | .56  | 105 (19)                   | 23 (9)                   | 336 (44)                  | 133 (52)             | 87 (24)              | 405 (44)           |                    |
| <u>Disruption of family schooling</u>      |      |      |                            |                          |                           |                      |                      |                    |                    |
| 1 Most severe                              | 4.49 | 1.67 | 150 (21)                   | 109 (19)                 | 17 (7)                    | 168 (22)             | 74 (29)              | 37 (10)            | 222 (24)           |
| 2  | 105  | 1.15 | 74 (13)                    | 5 (2)                    | 125 (16)                  | 49 (19)              | 16 (4)               | 163 (18)           |                    |
| 3  | 94   | 1.31 | 62 (11)                    | 9 (4)                    | 98 (13)                   | 49 (19)              | 31 (9)               | 125 (14)           |                    |
| 4  | 121  | 1.17 | 69 (12)                    | 22 (9)                   | 121 (16)                  | 47 (18)              | 47 (13)              | 143 (16)           |                    |
| 5  | 135  | 1.19 | 95 (17)                    | 57 (22)                  | 143 (19)                  | 30 (12)              | 84 (23)              | 146 (16)           |                    |
| 6 Least severe                             | 105  | 1.15 | 158 (20)                   | 147 (57)                 | 107 (14)                  | 9 (4)                | 49 (41)              | 114 (13)           |                    |

TABLE XI (Cont'd)

|   |      | Single<br>Career<br>Family | Dual<br>Career<br>Family | Married<br>No<br>Children | < Median<br>#<br>Children | > Median<br>#<br>Children | Junior<br>Officers | Senior<br>Officers |
|---|------|----------------------------|--------------------------|---------------------------|---------------------------|---------------------------|--------------------|--------------------|
| <u>Out of pocket expense</u>                        |      |                            |                          |                           |                           |                           |                    |                    |
| 1 Most severe                                       | 2.79 | 1.36                       | 147 (21)                 | 113 (20)                  | 45 (18)                   | 158 (21)                  | 57 (22)            | 74 (20)            |
| 2   |      |                            | 206 (29)                 | 125 (22)                  | 57 (22)                   | 201 (26)                  | 73 (28)            | 100 (28)           |
| 3   |      |                            | 174 (25)                 | 128 (23)                  | 62 (24)                   | 184 (24)                  | 56 (22)            | 73 (20)            |
| 4   |      |                            | 113 (16)                 | 114 (20)                  | 62 (24)                   | 130 (17)                  | 35 (14)            | 67 (18)            |
| 5   |      |                            | 53 (8)                   | 61 (11)                   | 24 (9)                    | 61 (8)                    | 29 (11)            | 36 (10)            |
| 6 Least severe                                      |      |                            | 17 (2)                   | 26 (5)                    | 7 (3)                     | 28 (4)                    | 8 (3)              | 14 (4)             |
|   |      |                            |                          |                           |                           |                           |                    |                    |
| <u>Disruption of social relations</u>               | 3.07 | .65                        | 49 (7)                   | 35 (6)                    | 25 (10)                   | 45 (6)                    | 14 (5)             | 33 (9)             |
| 1 Most severe                                       |      |                            | 101 (14)                 | 66 (12)                   | 36 (14)                   | 99 (13)                   | 32 (12)            | 47 (13)            |
| 2   |      |                            | 165 (23)                 | 103 (18)                  | 62 (24)                   | 156 (21)                  | 50 (19)            | 86 (24)            |
| 3   |      |                            | 205 (29)                 | 139 (25)                  | 68 (25)                   | 207 (27)                  | 69 (27)            | 98 (27)            |
| 4   |      |                            | 145 (20)                 | 139 (25)                  | 50 (20)                   | 166 (22)                  | 68 (26)            | 67 (18)            |
| 5   |      |                            | 45 (6)                   | 85 (15)                   | 16 (6)                    | 89 (12)                   | 25 (10)            | 33 (9)             |
| 6 Least severe                                      |      |                            |                          |                           |                           |                           |                    |                    |
| <u>Family separation</u>                            | 3.72 | 1.84                       | 150 (21)                 | 98 (17)                   | 47 (18)                   | 151 (20)                  | 50 (19)            | 83 (23)            |
| 1 Most severe                                       |      |                            | 79 (11)                  | 81 (14)                   | 36 (14)                   | 96 (13)                   | 28 (11)            | 46 (13)            |
| 2   |      |                            | 75 (11)                  | 55 (10)                   | 31 (12)                   | 77 (10)                   | 22 (8)             | 47 (13)            |
| 3   |      |                            | 127 (19)                 | 68 (12)                   | 40 (16)                   | 123 (16)                  | 32 (12)            | 57 (16)            |
| 4   |      |                            | 139 (20)                 | 105 (19)                  | 50 (20)                   | 137 (18)                  | 57 (22)            | 58 (16)            |
| 5   |      |                            | 140 (20)                 | 160 (28)                  | 53 (21)                   | 173 (23)                  | 69 (27)            | 73 (20)            |
| 6 Least severe                                      |      |                            |                          |                           |                           |                           |                    |                    |
| <u>Spouse involvement in reassessment decisions</u> | 4.61 | 1.01                       |                          |                           |                           |                           |                    |                    |
| 1 I defer to spouse                                 |      |                            | 6 (1)                    | 5 (1)                     | 1 (1)                     | 7 (1)                     | 3 (1)              | 2 (1)              |
| 2   |      |                            | 6 (1)                    | 8 (1)                     | 6 (2)                     | 3 (1)                     | 5 (2)              | 5 (1)              |
| 3   |      |                            | 29 (4)                   | 28 (5)                    | 13 (5)                    | 31 (4)                    | 13 (5)             | 20 (6)             |
| 4 Equal participation                               |      |                            | 314 (44)                 | 246 (43)                  | 116 (46)                  | 331 (43)                  | 111 (43)           | 172 (47)           |
| 5   |      |                            | 237 (33)                 | 190 (34)                  | 84 (33)                   | 252 (33)                  | 91 (35)            | 218 (32)           |
| 6   |      |                            | 86 (12)                  | 56 (10)                   | 28 (11)                   | 93 (12)                   | 21 (8)             | 32 (9)             |
| 7 I decide alone                                    |      |                            | 32 (5)                   | 34 (6)                    | 7 (3)                     | 45 (6)                    | 14 (5)             | 15 (4)             |

TABLE XI (Cont'd)

|   | Mean       | SD         | Single<br>Career<br>Family | Dual<br>Career<br>Family | Married    |                | < Median<br>No<br>Children | > Median<br>No<br>Children | Median<br>No<br>Children | Junior<br>Officers | Senior<br>Officers |
|---|------------|------------|----------------------------|--------------------------|------------|----------------|----------------------------|----------------------------|--------------------------|--------------------|--------------------|
|   |            |            |                            |                          | Married    | No<br>Children |                            |                            |                          |                    |                    |
| <u>Spouse involvement in career decisions</u>   |            |            |                            |                          |            |                |                            |                            |                          |                    |                    |
| 1 I defer to spouse                             | 4.40       | .86        | 2 (0)                      | 0 (0)                    | 1 (1)      | 0 (0)          | 1 (1)                      | 1 (1)                      | 1 (0)                    | 1 (0)              | 1 (0)              |
| 2   | 12 (2)     | 9 (2)      | 8 (3)                      | 12 (2)                   | 1 (1)      | 1 (1)          | 10 (3)                     | 11 (1)                     |                          |                    |                    |
| 3   | 30 (4)     | 23 (4)     | 12 (5)                     | 26 (3)                   | 15 (6)     | 18 (5)         | 35 (4)                     |                            |                          |                    |                    |
| 4 Equal participation                           | 41.2 (58)  | 33.3 (59)  | 14.2 (55)                  | 44.0 (58)                | 16.3 (63)  | 21.0 (58)      | 53.5 (59)                  |                            |                          |                    |                    |
| 5   | 18.2 (26)  | 14.5 (26)  | 7.3 (29)                   | 19.4 (26)                | 6.0 (23)   | 9.5 (26)       | 23.2 (25)                  |                            |                          |                    |                    |
| 6   | 5.3 (8)    | 4.3 (8)    | 1.4 (6)                    | 6.9 (9)                  | 1.3 (5)    | 2.0 (6)        | 7.6 (8)                    |                            |                          |                    |                    |
| 7 I decide alone                                | 19 (3)     | 14 (3)     | 7 (3)                      | 21 (3)                   | 5 (2)      | 10 (3)         | 23 (3)                     |                            |                          |                    |                    |
| <u>Commission source</u>                        |            |            |                            |                          |            |                |                            |                            |                          |                    |                    |
| 1 USNA  | 2.33       | 1.12       | 2.34 (33)                  | 1.54 (27)                | 88 (34)    | 23.6 (31)      | 6.4 (25)                   | 9.7 (26)                   | 29.1 (32)                |                    |                    |
| 2 NROTC   | 1.54 (22)  | 1.53 (27)  | 91 (36)                    | 15.8 (21)                | 5.8 (23)   | 9.4 (26)       | 21.3 (23)                  |                            |                          |                    |                    |
| 3 OCS   | 22.3 (31)  | 17.0 (30)  | 6.1 (23)                   | 24.9 (33)                | 8.3 (32)   | 10.2 (28)      | 29.1 (32)                  |                            |                          |                    |                    |
| 4 NESEP   | 7.5 (11)   | 6.8 (12)   | 1.2 (5)                    | 9.7 (13)                 | 3.4 (13)   | 6.5 (18)       | 7.8 (9)                    |                            |                          |                    |                    |
| 5 OTHER   | 2.4 (3)    | 2.2 (4)    | 5 (2)                      | 2.2 (3)                  | 1.9 (7)    | 6 (2)          | 4.0 (4)                    |                            |                          |                    |                    |
| <u>Career intent</u>                            |            |            |                            |                          |            |                |                            |                            |                          |                    |                    |
| 1 Virtually certain will stay to retirement     | 2.04       | 1.69       | 4.39 (62)                  | 3.40 (60)                | 75 (29)    | 49.6 (65)      | 20.8 (81)                  | 81 (22)                    | 69.8 (77)                |                    |                    |
| 2 Almost certain                                | 9.5 (13)   | 6.2 (11)   | 32 (13)                    | 10.1 (13)                | 24 (9)     | 5.5 (15)       | 10.2 (11)                  |                            |                          |                    |                    |
| 3 Confident                                     | 6.5 (9)    | 4.9 (9)    | 3.7 (14)                   | 6.7 (9)                  | 10 (4)     | 4.6 (13)       | 6.8 (7)                    |                            |                          |                    |                    |
| 4 Probably will remain                          | 5.6 (8)    | 4.6 (8)    | 4.2 (16)                   | 4.9 (6)                  | 1.1 (4)    | 6.7 (18)       | 3.5 (4)                    |                            |                          |                    |                    |
| 5 Probably will not remain                      | 3.2 (5)    | 2.6 (5)    | 2.9 (11)                   | 2.6 (3)                  | 3 (1)      | 5.4 (15)       | 4 (1)                      |                            |                          |                    |                    |
| 6 Confident                                     | 8 (1)      | 10 (2)     | 8 (3)                      | 9 (1)                    | 1 (1)      | 17 (5)         | 1 (0)                      |                            |                          |                    |                    |
| 7 Almost certain                                | 6 (1)      | 1.2 (2)    | 1.2 (5)                    | 6 (1)                    | 0 (0)      | 1.7 (5)        | 1 (0)                      |                            |                          |                    |                    |
| 8 Virtually certain will not stay to retirement | 9 (1)      | 2.2 (4)    | 2.2 (8)                    | 8 (1)                    | 1 (1)      | 2.7 (7)        | 4 (1)                      |                            |                          |                    |                    |
| <u>Present Duty</u>                             |            |            |                            |                          |            |                |                            |                            |                          |                    |                    |
| 1 Sea   | 342 (48)   | 284 (50)   | 146 (57)                   | 37.3 (49)                | 105 (40)   | 203 (56)       | 423 (46)                   |                            |                          |                    |                    |
| 2 Shore   | 368 (52)   | 283 (50)   | 111 (43)                   | 38.9 (51)                | 153 (60)   | 161 (44)       | 490 (54)                   |                            |                          |                    |                    |
| <b>TOTAL</b>                                    | <b>710</b> | <b>567</b> | <b>256</b>                 | <b>762</b>               | <b>258</b> | <b>364</b>     | <b>913</b>                 |                            |                          |                    |                    |

TABLE XII  
HYPOTHESIS 1 - ANOVA RESULTS - CAREER INTENT  
N = 1277

| <u>Dependent variable</u> | <u>Independent variables</u>                 | <u>F</u>  |
|---------------------------|--|-----------|
| Career intent             | <u>Main Effects</u>                          |           |
|                           | Household career status                      | .001      |
|                           | Family responsibility                        | 37.210**  |
|                           | Rank   | 406.676** |
|                           | <u>2-Way interactions</u>                    |           |
|                           | Career status X family responsibility        | 3.729*    |
|                           | Career status X rank                         | .513      |
|                           | Family responsibility X rank                 | 10.226**  |
|                           | <u>3-Way interactions</u>                    |           |
|                           | Career status X family responsibility X rank | .569      |

\*p<.05

Multiple R<sup>2</sup> .383

\*\*p<.001

TABLE XIII  
HYPOTHESIS 1 - MULTIPLE CLASSIFICATION ANOVA - CAREER INTENT

| <u>Dependent Variable</u>                         | <u>Independent Variables</u>  | <u>Unadjusted deviations from Grand mean</u> |
|---|---|--|
| Career intent <sup>1</sup><br>(Grand Mean = 2.05) | Household career status<br>- Single career family<br>- Dual career family   | -.11<br>.14<br>.08                           |
|   | Family responsibility<br>- Married no children<br>- Less than median number children<br>- Greater than median number children | 1.33<br>-.23<br>-.65<br>.41                  |
|   | Rank<br>- Junior officers<br>- Senior officers  | 1.53<br>-.61<br>.57                          |

Footnote

<sup>1</sup>scale is 1 to 8 with 1 equal to "virtually certain" will not leave Navy until retirement eligible.

household career status X family responsibility ( $p < .05$ ) and family responsibility X rank ( $p < .001$ ). The  $R^2 = .364$  without the interactions and  $R^2 = .383$  with the interactions. The effects are therefore non-additive. Figure 4.3 provides a graphic presentation of the relationship between the career intent dependent variable and the independent variables. The interactions are ordinal in nature because with seniority comes increased career intent, regardless of household career status or family responsibility. The dual career family, with more than two children, has the greatest career intent across all the ranks whereas the dual career family, with no children, has the least career intent across all the ranks. This is particularly true for the junior officers.

## 2. Hypothesis 2

This hypothesis states that: a) family disruptions will vary across household career status and family responsibility with dual career households experiencing greater disruptions than single career households and no children families experiencing less disruptions than families with children, b) spouse involvement in career decisions will vary across household career status and family responsibility with dual career households having more involvement than single career households and no children families having less involvement than families with children, c) adequacy of notification of reassignment will vary across household

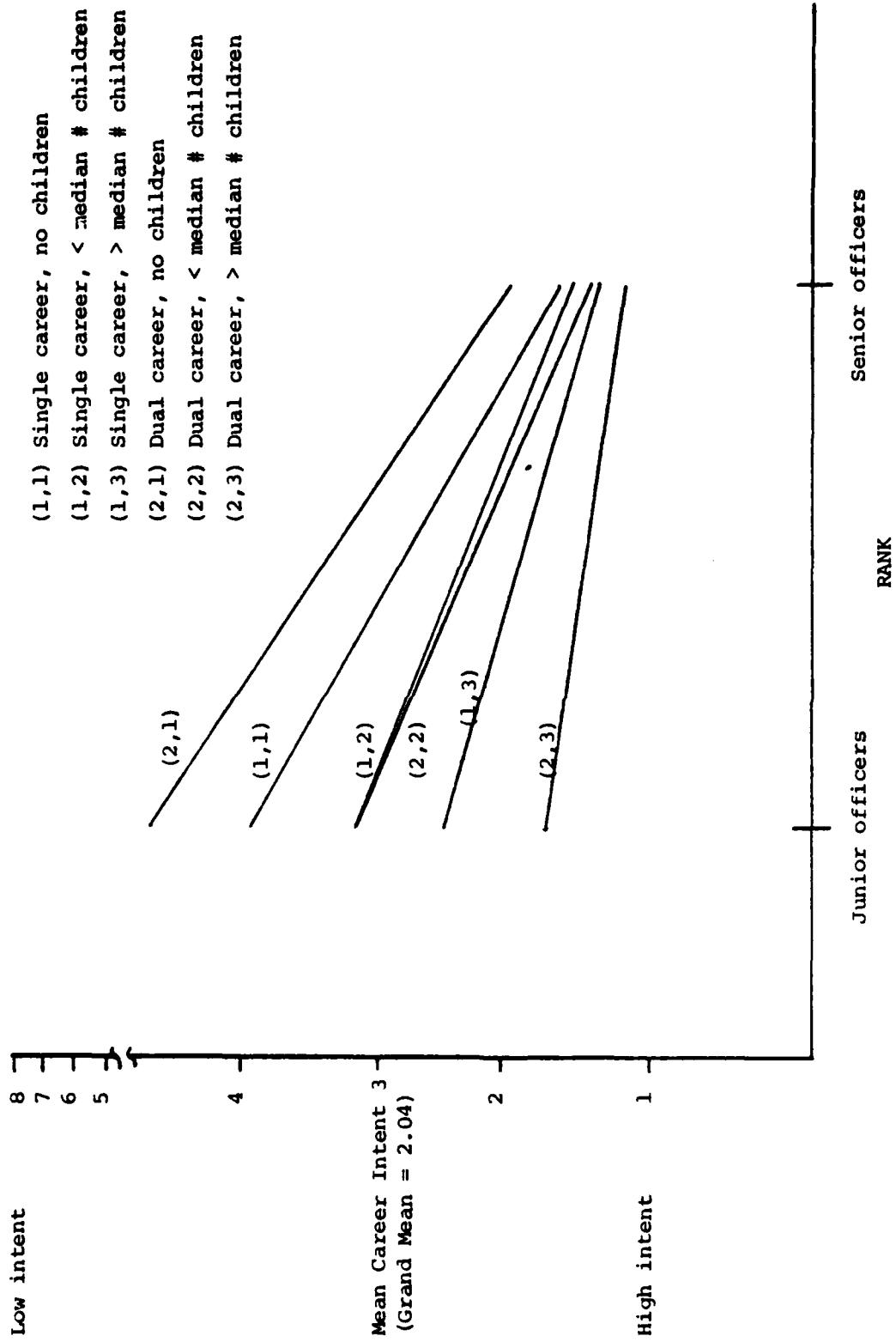


Figure 4.3. The Relationship Between Household Career Status, Family Responsibility, Rank and Career Intent.

career status and family responsibility with dual career households less satisfied with notification than single career households and no children families more satisfied with notification than families with children. This was tested using the "classical experimental approach" ANOVA. The results are summarized in Table XIV. Significant main effects of household career status were found for: disrupt my spouse's employment; out of pocket expenses; disruption of social relations; and family separation. Significant main effects of family responsibility were found for: disrupt my spouse's employment; disruption of family schooling, and family separation.

These results provide support for this hypothesis with regard to the family disruption process variables. However, the number of interactions confuse the interpretation. For example, senior officers, in general, perceive greater disruption of family schooling than junior officers, with the exception of dual career families with no children. This is probably due to the age of the children. Furthermore, junior officers perceive the disruptions associated with family separation to be more severe than senior officers, with the exception of the single career household with no children. Graphic presentations of the relationships between household career status, family responsibility, and rank and the process variables with significant interactions are provided in Figures 4.4 to 4.10. As shown in Table XIV, the largest  $R^2$ 's obtained

TABLE XIV  
HYPOTHESIS 2 - ANOVA RESULTS - PROCESS VARIABLES

| Main Effects                                  |                | 2-Way Interactions  |                | 3-Way Interactions  |                | Unadjusted Deviations from the Grand Mean |                |
|---|----------------|---------------------|----------------|---------------------|----------------|---|----------------|
| Dependent variables                           | R <sup>2</sup> | Dependent variables | R <sup>2</sup> | Dependent variables | R <sup>2</sup> | Dependent variables                       | R <sup>2</sup> |
| Family Disruptions:                           |                |                     |                |                     |                |   |                |
| My spouse's employment                        | .27            | 238.831**           | 36.372**       | 4.613*              | .124           | .518                                      | .636           |
| Disruption of family schooling                | .22            | .056                | 82.662**       | 57.553**            | .747           | .822                                      | 8.413**        |
| Out of pocket expenses                        | .01            | 8.647*              | .597           | .031                | .3076*         | 1.768                                     | .186           |
| Disruption of social relations                | .013           | 29.805**            | 7.811**        | 1.094               | 3.215*         | 2.893                                     | 3.712*         |
| Family separation                             | .011           | 5.010*              | .568           | 6.169*              | 2.286          | 1.163                                     | 3.216*         |
| Involvement/Notification                      |                |                     |                |                     |                |   |                |
| Spoouse involvement in reassignment decisions | .007           | .001                | 2.198          | 2.849               | 1.388*         | .922                                      | .402           |
| Spouse involvement in career decisions        | .007           | .124                | 2.944*         | 2.439               | .519           | .000                                      | 1.225          |
| Informal notification time                    | .003           | 1.408               | .030           | 1.927               | .383           | .102                                      | 2.425          |
| Formal notification time                      | .001           | .101                | .029           | .868                | 2.243          | .010                                      | 4.107*         |

\*  $p < .05$   
\*\*  $p < .001$

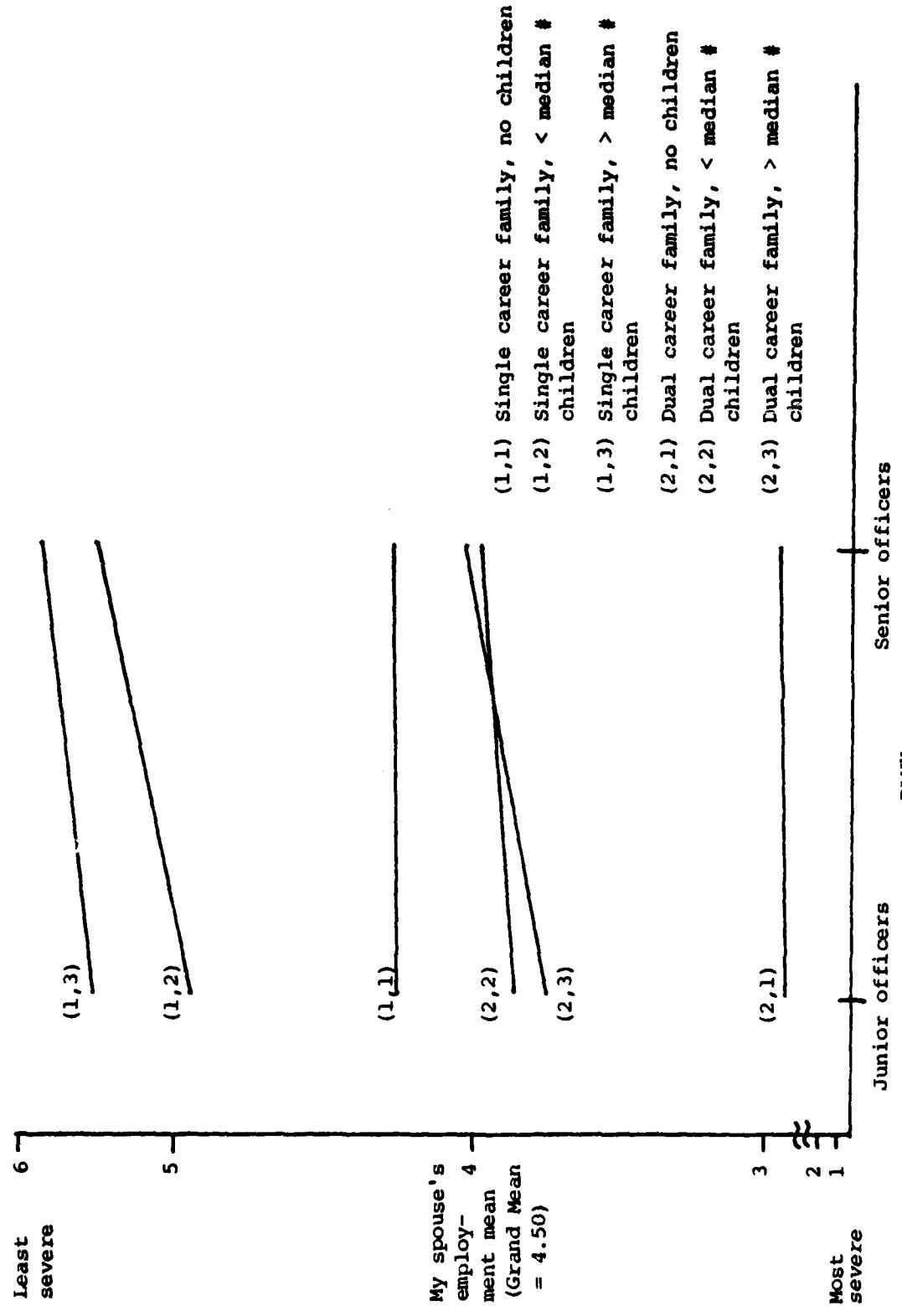


Figure 4.4. Relationship Between Household Career Status, Family Responsibility, Rank and Disruption of Spouse's Employment.

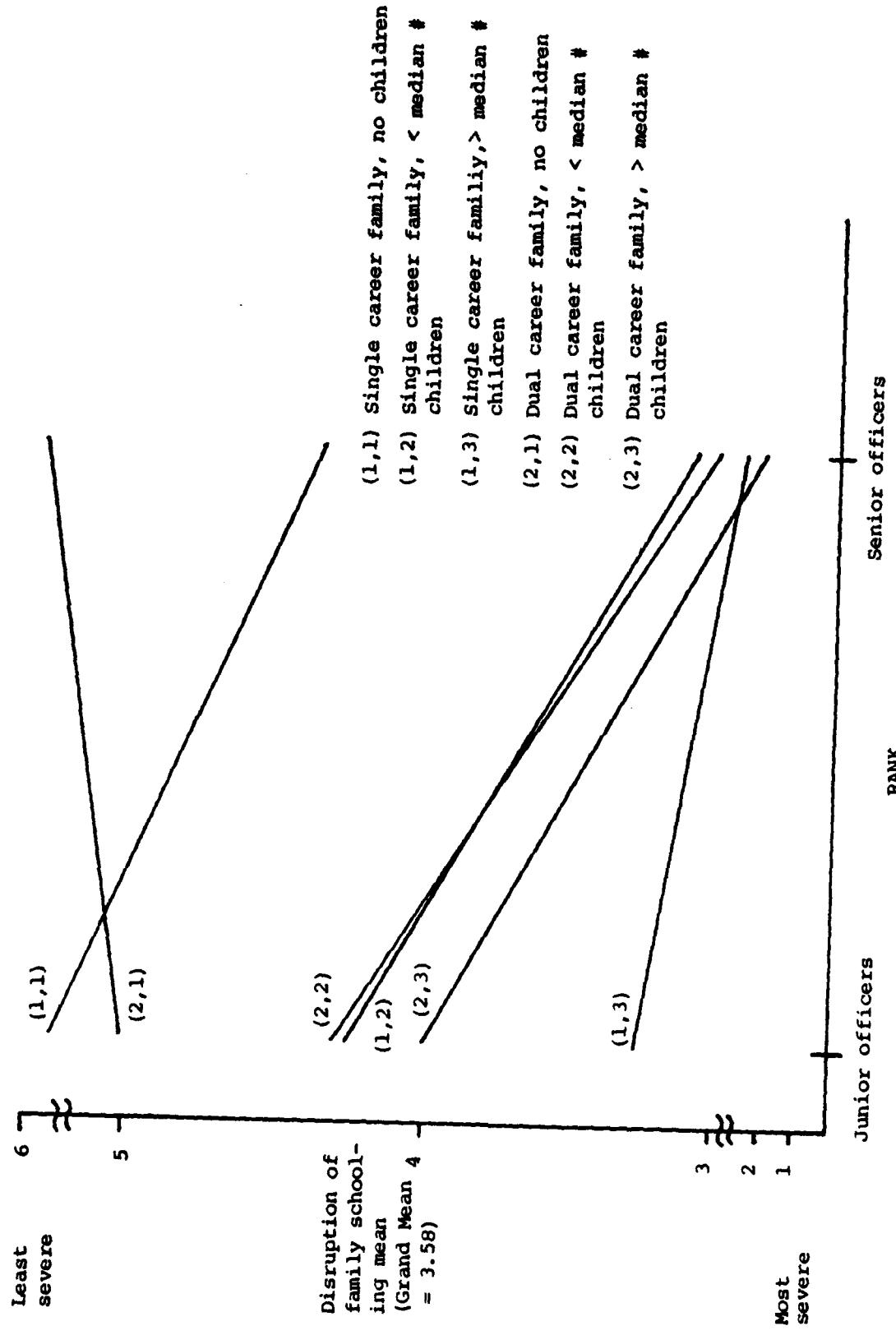
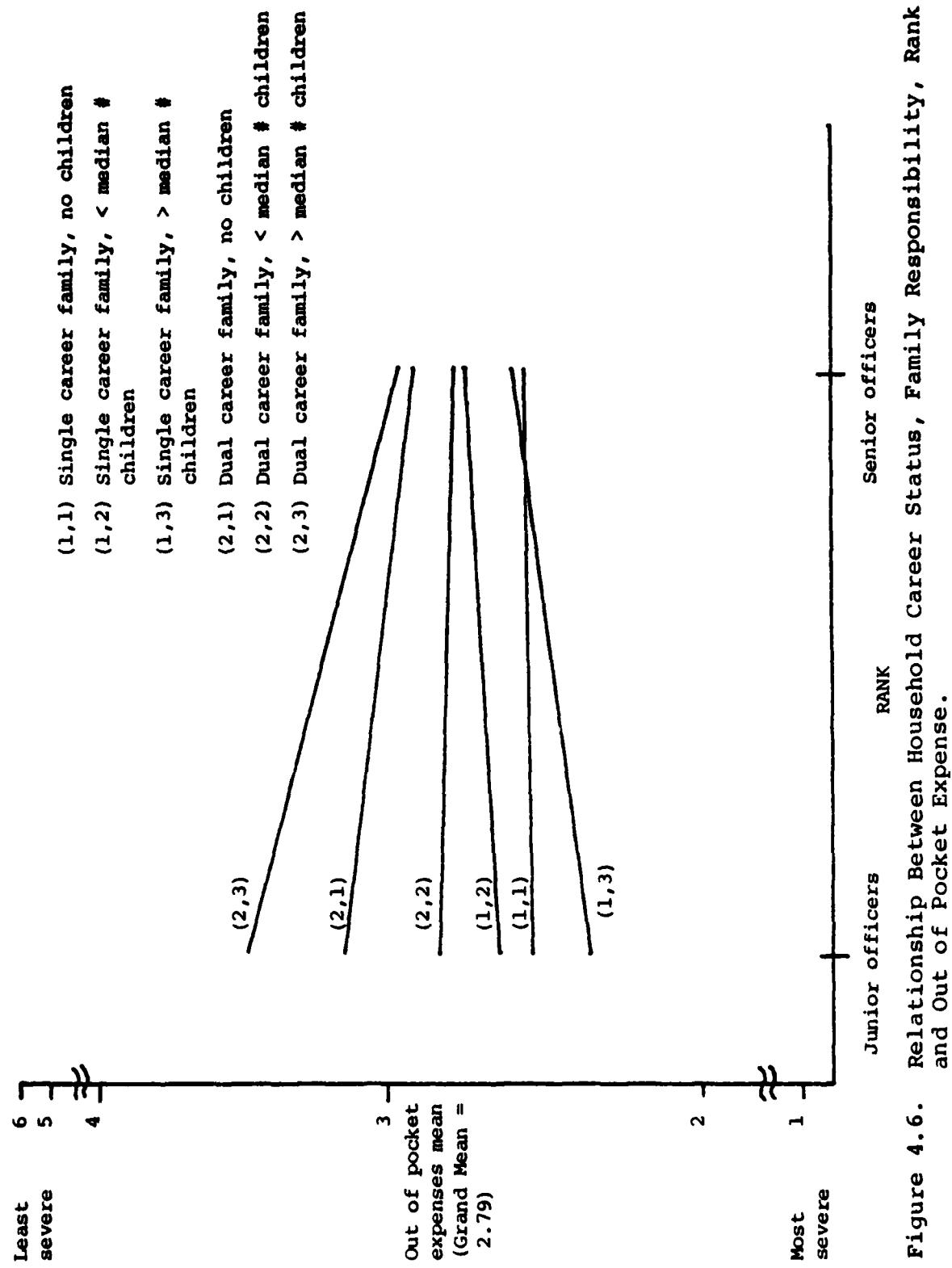


Figure 4.5. Relationship Between Household Career Status, Family Responsibility, Rank and Disruption of Family Schooling.



**Figure 4.6.** Relationship Between Household Career Status, Family Responsibility, Rank and Out of Pocket Expense.

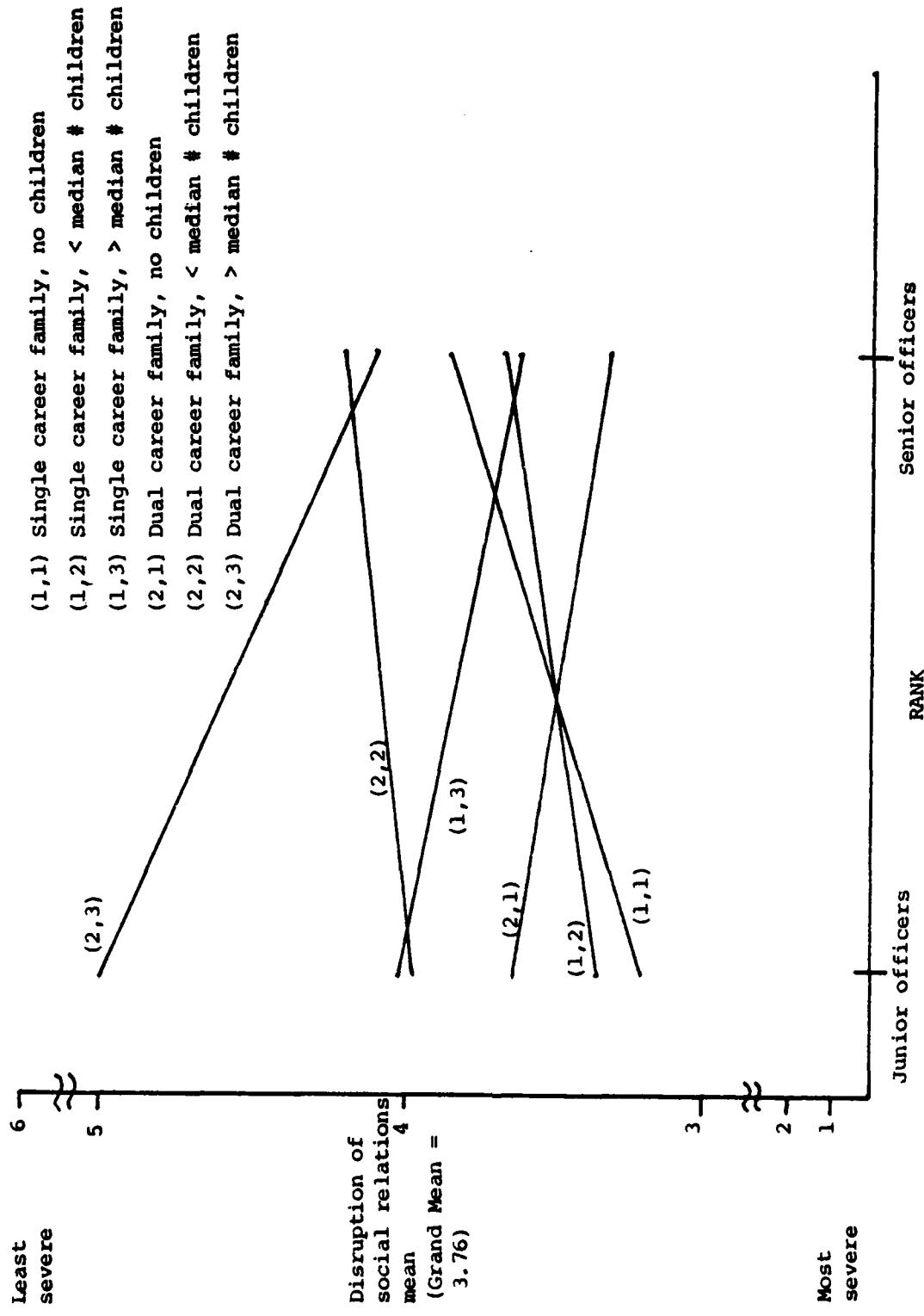
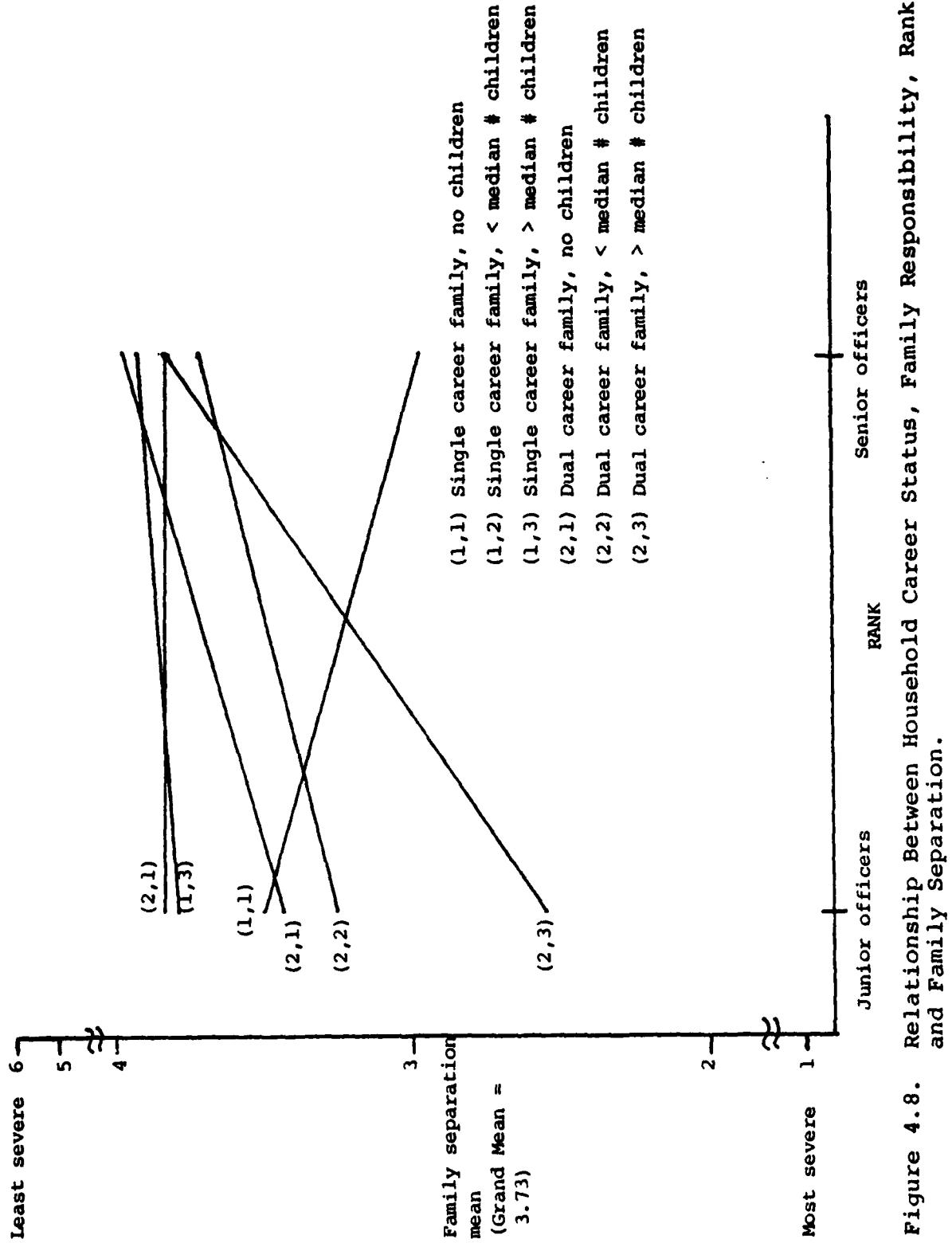
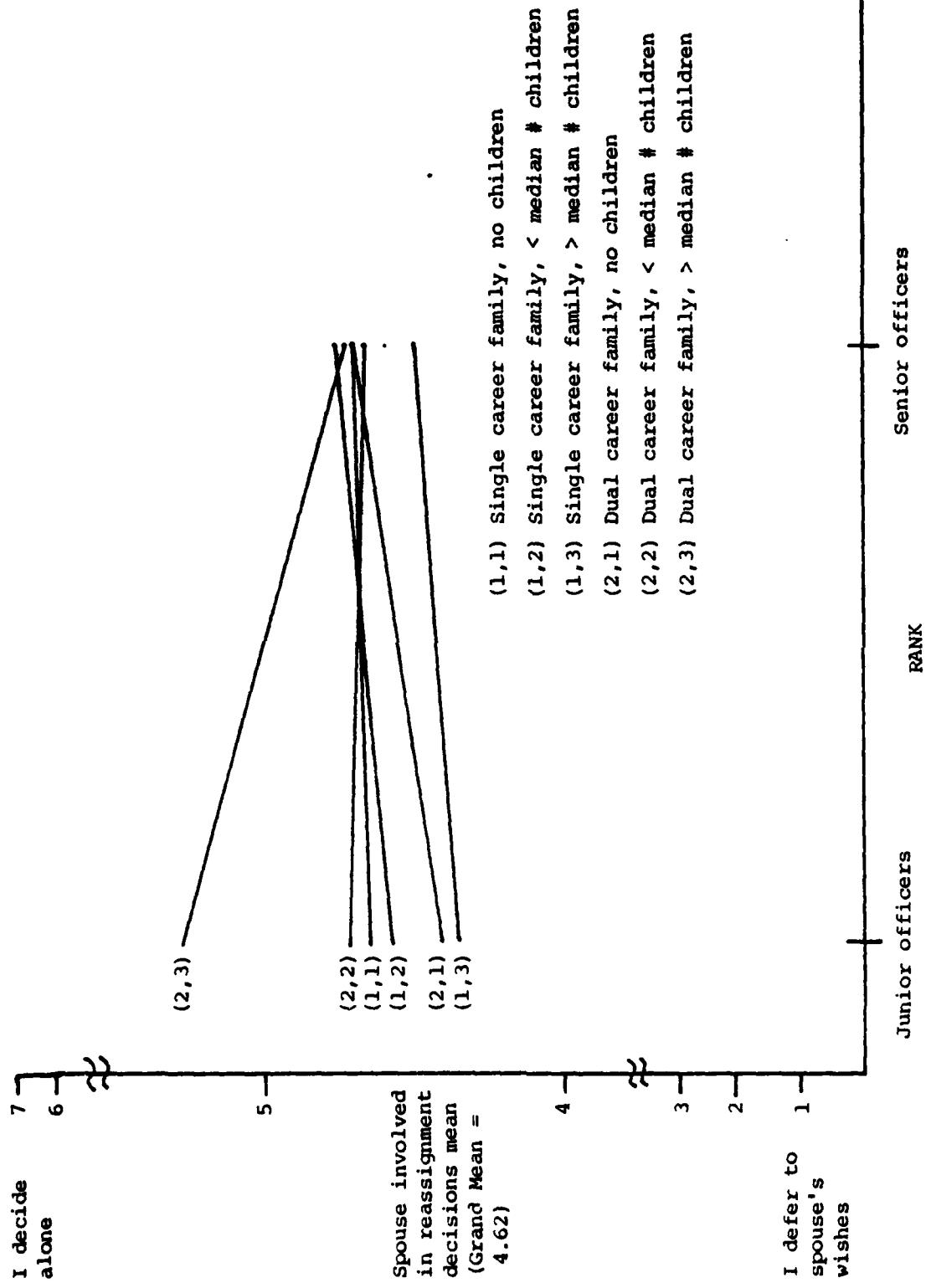


Figure 4.7. Relationship Between Household Career Status, Family Responsibility, Rank, and Disruption of Social Relations.





**Figure 4.9.** Relationship Between Household Career Status, Family Responsibility, Rank, and Spouse Involvement in Reassignment decisions.

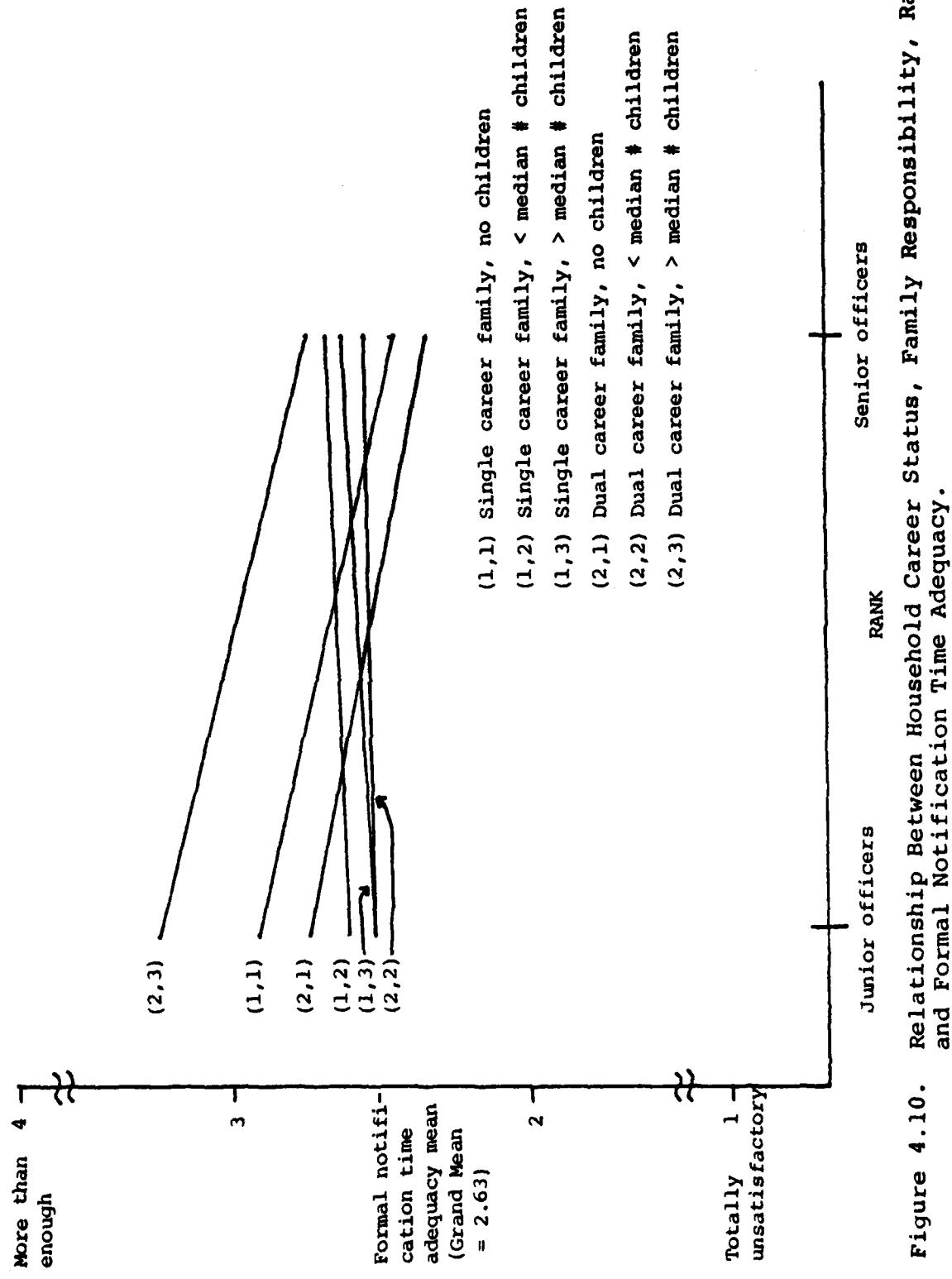


Figure 4.10.

Relationship Between Household Career Status, Family Responsibility, Rank, and Formal Notification Time Adequacy.

were for disrupt my spouse's employment (.27) and disruption of family schooling (.22).

### 3. Hypothesis 3

This hypothesis states that career intention is:

1) negatively related to family disruptions, 2) positively related to spouse involvement in career decision process, and 3) positively related to adequacy of notification of reassignment. This hypothesis was tested using Pearson product-moment correlation coefficients and multiple regression. The results are presented in Tables XV and XVI.

The  $R^2$  indicates approximately 35 percent of the variance in career intent can be explained by all the process variables. The significant variables are: disrupt my spouse's employment, disruption of family schooling, out of pocket expenses, disruption of social relations, spouse involvement in reassignment decisions, spouse involvement in major career decisions, and rank. Even after rank is considered, significant family disruption variables persist. This indicates that family disruption is important across rank; however, the type of disruption may be different. Spouse employment and disruption of social relations are in the expected direction; however, disruption of family schooling and out of pocket expenses are the opposite of what would be expected.

TABLE XV  
HYPOTHESIS 3 - PEARSON CORRELATIONS - PROCESS VARIABLES AND CAREER INTENT

| <u>Variables</u>                             | <u>Career<br/>Intention</u> | <u>R<sup>2</sup></u> |
|--|-----------------------------|----------------------|
|  | <u>r</u>                    |                      |
| Disrupt my spouse's employment               | -.19**                      |                      |
| Disruption of family schooling               | .29**                       |                      |
| Out of pocket expenses                       | .08*                        |                      |
| Disruption of social relations               | -.14**                      |                      |
| Family separation                            | -.03                        | .115                 |
| Informal notification time adequacy          | .01                         |                      |
| Formal notification time adequacy            | .03                         |                      |
| Spouse involvement in reassignment decisions | .08*                        |                      |
| Spouse involvement in major career decisions | .07*                        | .009                 |
| Rank   | -.57**                      |                      |

\* p<.05

\*\* p<.001

TABLE XVI

## HYPOTHESIS 3 - MULTIPLE REGRESSION RESULTS - ALL PROCESS VARIABLES

Dependent variable: Career intent

Multiple R 0.5967

R square 0.3560

F(10,1266) = 69.99 p&lt;.001

Adjusted R square 0.3509

Standard error 1.3671

| Variables                                    | VARIABLES IN THE EQUATION |        |       | Std. Error B | F       |
|--|---------------------------|--------|-------|--------------|---------|
|  | B                         | Beta   |       |              |         |
| Informal notification time adequacy          | -.4073                    | -.0226 | .0545 |              | .558    |
| Formal notification time adequacy            | -.6062                    | -.0371 | .0494 |              | 1.501*  |
| My spouse's employment                       | -.8489                    | -.0835 | .0283 |              | 8.957** |
| Disruption of family schooling               | .6888                     | .0741  | .0272 |              | 6.415** |
| Out of pocket expenses                       | .5786                     | .0466  | .0345 |              | 2.806*  |
| Disruption of social relations               | -.9015                    | -.0731 | .0344 |              | 6.851** |
| Family separation                            | .1450                     | .0157  | .0274 |              | .279    |
| Spouse involvement in reassignment decisions | -.4281                    | -.0255 | .0433 |              | .977    |
| Spouse involvement in career decisions       | -.6177                    | -.0314 | .0507 |              | 1.481   |
| Rank   | -.8679                    | -.5245 | .0404 | 460.769**    |         |
| (Constant)                                   | 6.5378                    |        |       |              |         |

\* p&lt;.05

\*\* p&lt;.001

#### 4. Hypothesis 4

This hypothesis states that differences in career intent across household career status and family responsibility will be reduced when family disruptions, spouse involvement in career decision process, and adequacy of notification of reassignment are held constant. This was tested by means of analysis of covariance and the results are presented in Tables XVII and XVIII. All effects, including main effects, covariate effects, and interaction effects were assessed simultaneously as in multiple regression; therefore, each effect is the additional contribution to the explained variation after adjusting for all other effects.

Two separate ANOVA's were run: one for the family disruptions covariates and one for the spouse involvement/notification adequacy covariates. The results of the first analysis of covariance indicate that household career status, family responsibility, and rank contribute significantly beyond the covariates in explaining the variance in career intention ( $F 7, 1260 = 8.33; a < .01$ ). The  $R^2$  associated with the independent variables (.383) was reduced to .28 after adjusting for the covariates. This represents a .103 reduction of the variance in career intention associated with household career status, family responsibility, and rank. In other words, .27 of the variance (.103/.383) in

career intention due to the independent variables is explained by family disruptions. This is not too bad considering the heterogeneity of the sample. Unfortunately, the same cannot be said for the spouse involvement/notification adequacy variables. Partial support for hypothesis four is provided by these results; specifically, the disruption of spouse employment and the disruption of social relations.

Chapter V will summarize and discuss these findings and present general conclusions.

TABLE XVII

## HYPOTHESIS 4 - ANALYSIS OF COVARIANCE - CAREER INTENT

N = 1277

Dependent Variable

| Career intent | <u>Covariates</u>              | <u>F</u> |
|---------------|--------------------------------|----------|
|               | My spouse's employment         | 3.959*   |
|               | Disruption of family schooling | 1.174    |
|               | Out of pocket expenses         | 1.576    |
|               | Disruption of social relations | 8.880*   |
|               | Family separation              | .142     |

Main effects

|                         |           |
|-------------------------|-----------|
| Household career status | .243      |
| Family responsibility   | 16.899**  |
| Rank                    | 125.349** |

2-Way interactions

|                                       |        |
|---------------------------------------|--------|
| Career status X family responsibility | 3.229* |
| Career status X rank                  | .004   |
| Family responsibility X rank          | 9.714* |

3-Way interactions

|                        |      |
|------------------------|------|
| Career X family X rank | .797 |
|------------------------|------|

$$\text{Multiple } R^2 = .395$$

\* p&lt;.05

\*\* p&lt;.001

TABLE XVII  
HYPOTHESIS 4 - ANALYSIS OF COVARIANCE - CAREER INTENT  
N = 1277

Dependent variable

| Career intent | <u>Covariates</u>                               | <u>F</u> |
|---------------|---|----------|
|               | Spouse involvement in<br>reassignment decisions | .494     |
|               | Spouse involvement in career<br>decisions       | 1.791    |
|               | Informal notification time<br>adequacy          | .015     |
|               | Formal notification time<br>adequacy            | 2.955    |

Main effects

|                         |           |
|-------------------------|-----------|
| Household career status | .000      |
| Family responsibility   | 26.270**  |
| Rank                    | 132.984** |

2-Way interactions

|                 |         |
|-----------------|---------|
| Career X family | 3.628*  |
| Career X rank   | .000    |
| Family X rank   | 9.497** |

3-Way interactions

|                        |      |
|------------------------|------|
| Career X family X rank | .501 |
|------------------------|------|

$$\text{Multiple } R^2 = .387$$

\* p<.05

\*\* p<.001

## V. DISCUSSION AND CONCLUSIONS

### A. OVERVIEW

Research findings have suggested that household career status (single career vs. dual career) and family responsibilities affect career intention. However, understanding of this requires more attention by organizations, and especially the military. The primary purpose of this study was to improve the understanding of the affect of household career status and family responsibility on Surface Warfare Officer's career intention.

Four specific hypotheses were identified, which describe the expectations regarding the results of the study. Figure 5.1 describes the basic framework of the study. Hypothesis one predicted that single career households will have greater career intention than dual career households and no family responsibility groups will have less career intention than groups with family responsibility. Hypothesis two predicted that a) family disruptions will vary across household career status and family responsibility with dual career households experiencing greatest disruptions than single career households and no children families experiencing less disruptions than families with children, b) spouse involvement in career decisions will vary across household career status and family responsibility with dual

| <u>Independent Variables</u>                      | <u>Process Variables</u>  | <u>Outcome</u>   |
|---|---|------------------|
| Household career status and family responsibility | Family disruptions<br>my spouse's employment<br>disruption of family schooling<br>out of pocket expenses<br>disruption of social relations<br>family separation | Career intention |
|   | Spouse involvement in reassignment decisions  |                  |
|   | Spouse involvement in major career decisions  |                  |
|   | Informal notification time adequacy   |                  |
|   | Formal notification time adequacy   |                  |

Figure 5.1. Basic Framework of Study.

career households having more involvement than single career households and no children families having less involvement than families with children, and c) adequacy of notification of reassignment will vary across household career status and family responsibility with dual career households less satisfied with notification than single career households and no children families more satisfied with notification than families with children. Hypothesis three predicted that career intention is: 1) negatively related to family disruptions, 2) positively related to spouse involvement in career decision process, and 3) positively related to adequacy of notification of reassignment. Hypothesis four predicted that the effects of household career status and family responsibilities would be reduced when the process variables (covariates) were controlled.

Table XIX summarizes the results of the hypotheses and can be used in referencing the following discussion. To varying degrees, support was found for the four hypotheses.

## B. DISCUSSION OF RESULTS

### 1. Hypothesis 1

Strong, although partial support for this hypothesis was found. Significant family responsibility and rank main effects were found (see Tables XII and XIII); however, significant two-way interactions were found. The lack of household career status main effect is possibly masked by

TABLE XIX  
SUMMARY OF RESULTS

|   | <u>OUTCOME</u>   |
|---|--|
| <b>Hypothesis 1</b><br>Single career households will have greater career intention than dual career households and no family responsibility groups will have less career intention than family responsibility groups.   | Strong partial support--<br>Significant main effects for family responsibility and rank. Significant 2-way interactions exist.   |
| <b>Hypothesis 2</b><br>a) Family disruptions will vary across household career status and family responsibility with dual career households experiencing greater disruptions than single career households and no children families experiencing less disruptions than families with children, b) spouse involvement in career decisions will vary across household career status and family responsibility with dual career households having more involvement than single career households and no children families having less involvement than families with children, c) adequacy of notification of reassignment will vary across household career status and family responsibility with dual career households requiring greater notification than single career households and no children families requiring less notification than families with children. | Moderate support--<br>Significant main effects for the family disruption process variables. No significant main effects for the involvement/notification process variables. 2 and 3-way interactions were significant. |

TABLE XIX (Cont 'd)

**Hypothesis 3**  
Career intention is:  
1) negatively related to family disruptions, 2) positively related to spouse involvement in career decision process, and 3) positively related to adequacy of notification of reassignment.

**Hypothesis 4**  
Differences in career intent across household career status and family responsibilities will be reduced when family disruptions, spouse involvement and career decision process, and adequacy of notification of reassignment are held constant.

**Moderate support--**  
Significant correlations except for family separation, informal notification time, and formal notification time.  $R^2$  was significant.

**Partial support--**  
.27 of variance associated with independent variables is explained by family disruption covariates (i.e. spouse employment and social relations).

family responsibilities to the extent that household career status and family responsibilities are not independent and indeed they may not be. For example, the spouse's career is effected by the family, this makes sense given the household career status X family responsibility interaction which suggests that although household career status has no main effect, when the interaction is considered the understanding of career intent is enhanced. This has definite policy implications (i.e. policy should consider not just household career status or family responsibility but the interaction of the two and rank). These non-additive effects, created by the interactions, suggest 1) essentially the effect of household career status, family responsibilities, and rank are not constant across household career status, family responsibilities, and rank, and 2) similar analysis should be conducted within household career status, family responsibilities, and rank.

## 2. Hypothesis 2

Moderate support for this hypothesis was found (see Table XIV). There were significant main effects for the five family disruption process variables; however, the "disrupt my spouse's employment" variable is the only variable with no significant interactions. This indicates that disruption of spouse employment has a negative effect across household career status, family responsibility, and rank.

The spouse involvement and notification time process variables proved to have no significant main effects; except for spouse involvement in career decisions, which had a significant family responsibility main effect.

### 3. Hypothesis 3

Moderate support for this hypothesis was found in the bivariate correlation (see Tables XV and XVI) between the criterion variable (career intent) and the predictor variables (process variables). A significant  $R^2 = .35$  was obtained for the variables.

The predictor variables were all significant except for family separation, informal and formal notification of reassignment adequacy. Furthermore, an unexpected positive relationship was found for disruption of family schooling and out of pocket expenses. This is discussed under the findings of particular interest. The other variables were in the anticipated direction.

### 4. Hypothesis 4

As indicated in Tables XVII and XVIII, partial support was found for this hypothesis. Household career status family responsibility, and rank contributed significantly beyond the covariates in explaining the variance in career intention. The associated  $R^2$  was reduced after controlling for the covariates. This represented a reduction of the variance in career intention. Therefore, approximately 27 percent of the variance in career intention is explained

by the family disruption covariates. Unfortunately, this did not occur for the spouse involvement and notification adequacy covariates. Further discussion of the findings of hypothesis 4 will be considered under implications for future research.

C. FINDINGS OF PARTICULAR INTEREST AND SUGGESTIONS FOR FUTURE RESEARCH

From the results of this study numerous questions remain unanswered. First, why were there no significant household career status main effects for career intent? Second, why were there no significant household career status and family responsibility main effects for the spouse involvement and notification time process variables? Third, why do the interaction effects persist? Fourth, why was disruption of family schooling and out of pocket expenses positively related to career intent? Fifth, why do significant main effects and interactions persist after controlling for family disruptions, spouse involvement in career decision process, and adequacy of notification of reassignment.

There are at least three possible explanations for not finding a significant household career status main effect. The first deals with the nature of military life. It is suggested that individuals have some amount of information, regarding the possible difficulties of maintaining a dual career household in the military, prior to seeking a commission. Generally, commissioning programs cover two to

four years, with the exception of OCS, thus a commitment has been made well in advance to pursue a Naval career even if for only the minimum obligated time. Simultaneously, the spouse or prospective spouse acknowledges the unusual demands placed on the husband throughout his Naval career and therefore, willing to adjust her career desires accordingly. This suggests that it would be beneficial for future research to expand Hall and Hall's [1979] characteristics of dual career couples stages by investigating the effects of the various combinations possible (i.e. husband in mid-career and spouse in early career or both in mid-career, etc.) plus adding the new dimensions of the length of marriage and the number and ages of children in the family. It may also be beneficial to look at the Naval officers various life cycle, career and family events (marriage, promotions, births, ages of children, etc.).

The second explanation proposes that it is necessary to look at those officers assigned to sea duty and shore duty separately. Because of the rigorous nature, long hours, and separations associated with sea duty, the dual career household will have to function totally different than if the officer is assigned ashore. The third deals with investigating the junior officer group and senior officer group separately. This was not attempted in this study, although such future analysis may offer potential.

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THE EFFECTS OF DUAL CAREER HOUSEHOLDS AND FAMILY  
RESPONSIBILITIES ON SURF.. (U) NAVAL POSTGRADUATE SCHOOL  
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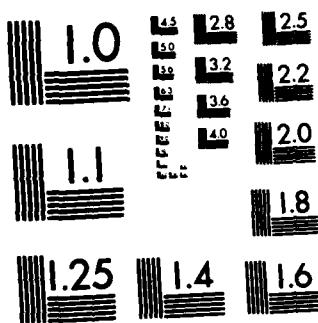
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The second question is concerned with why there were no significant household career status and family responsibility main effects for spouse involvement in career decision process and adequacy of notification of reassignment. One explanation is that the officer is responding to the item and may not be reflecting the actual opinion of the spouse. With regard to adequacy of notification of reassignment, an explanation is that this is the ending phase of a long and complicated assignment/detailing process and all career status and family problems have already been addressed by the officer and his detailer, and the actual notification is merely a formality. It is recommended that future research of the assignment process should consider the various time "windows" within the process and control for these effects. These time "windows" would categorize officers in terms of, for example, rank, time since reassignment, time since last contact with detailer, when preference card submitted, being reassigned to sea duty or shore duty, etc.

The third question is concerned with why significant interaction effects persist in the analysis. The explanation here is that it is necessary to look at more specific groups within the sample. The development of various classification schemes that will capture greater details of career stages and life cycle events would be most appropriate.

In reviewing the interactions presented in Figures 4.4 to 4.10, several are worthy of note; first, disruption of spouse's employment (Figure 4.4) is definitely an important issue for the dual career household; however, the increase in the number of children lessens the criticality of spouse employment. It may be that the decision to have children within dual career households provides an indication that disruptions have in some way been considered and mitigated. Second, the differences shown for disruption of family schooling, for no children families, (Figure 4.5) suggests that a spouse's schooling disruption must be considered as well as the obvious children's schooling. Third, an explanation for the interactions encountered for disruption of social relations (Figure 4.7) is that the dual career family satisfies social needs through the dual careers, whereas the single career family fulfills social needs through the husbands career. In general, it is suggested that some kind of compensatory or joint equilibration process may be occurring whereby the officer, spouse, and children may suppress the effects of household career status or family responsibility over time.

The fourth question is concerned with why was disruption of family schooling and out of pocket expenses positively related to career intent. Again the explanation must be put in terms of future research and suggests analysis of specific subgroupings for specific time "windows" within the

individuals life/career cycle. Additionally, analysis by the ages of the children within the family may enhance understanding of this question. Particularly if as suggested earlier, this is due to childrens age.

The final question is concerned with why significant main effects and interactions persist after controlling for the covariates. The obvious explanation is that much more goes into career intent than was hypothesized here. Another explanation; however, is that the sample of study must be made more homogeneous.

It becomes apparent from the results of the study, that; although most of the hypotheses received moderate support, as in most research, the results lead to more questions than answers and provide direction for future study. Therefore, two general research recommendations are provided below.

- (1) The need to obtain an accurate portrayal of the career and family forces, which the individual officer must contend with, appears to be essential to follow on research. This requires capturing greater details of career stages, life cycle, and family cycle events for all the members of the household. As suggested previously, the Hall and Hall dual career couples stage characteristics would provide the basic research framework when expanded to incorporate the various combinations of family career status, family cycle events, and length of marriage for the timeframes of interest.

(2) Generally, Navy personnel policies are targeted to specific groups of interest (i.e. junior officers, warfare specialities, etc.). Therefore, the need to understand each group is paramount. In this study it became apparent that household career status and family responsibility would be better understood if analyzed by the more specific subgroupings for specific time "windows." Such officer career and life cycle "snap-shots" in time should provide insight for policy decision making.

#### D. CONCLUSIONS

The goal of this study was to improve the understanding of the effects of the dual career household and family responsibility on Surface Warfare Officer's career intentions. Three theoretical constructs (family disruptions, spouse involvement, and assignment process) were identified to improve the understanding of differences in career intention outcomes. However, only the family disruption construct was found to contribute to the understanding of the differences by accounting for 27 percent of the variance in career intention across the independent variables. While this appears to be only a weak relationship, a relationship does exist and it should not be discounted in considering officer career intentions and follow on policies. Additionally, it becomes acutely apparent that future theory and study needs

to be sensitive to the dynamic interaction of household career status and family responsibility, and the compensatory effects they have over time. Clearly a longitudinal study of career intentions would be a step in the right direction.

The most powerful implications of the study are derived from the results of hypothesis 3 and 4. As indicated from the planned expansion of the Family Service Centers from 22 to 62 and the proposed recommendation by OP-152 to make spouse employment assistance a mandatory service under the FCS's indicate a sensitivity to the kind of results obtained in this study. This trend further indicates the Navy's awareness of the need to address dual career/family issues with an aggressive policy of the type proposed by Hall and Hall [1978]. Future research on the effect of dual career households and family responsibility within more homogeneous subgroupings may prove quite useful to Family Service Centers in considering future programs and policies oriented toward dual career households and family responsibility issues.

APPENDIX A  
SURFACE WARFARE OFFICER CAREER QUESTIONNAIRE



DEPARTMENT OF THE NAVY  
NAVY PERSONNEL RESEARCH AND DEVELOPMENT CENTER  
SAN DIEGO, CALIFORNIA 92182

003:PRB:bas  
5250  
Ser 594  
27 August 1981

From: Commanding Officer

Subj: Officer Career Research  
Ref: (a) "Perspective," July/August 1981  
Encl: (1) Officer Career Questionnaire

1. Reference (a) discussed research which has been initiated to determine factors in the Navy's career management system that affect officer career decision-making and action. This Center is conducting the research which has at its core, a questionnaire intended to survey approximately 8,000 Surface Warfare Officers over a period of time. You have been selected at random to receive enclosure (1) and your participation in this survey is completely voluntary. Your input may eventually have an important effect upon issues related to officer career development. This research has been authorized by higher authority and results will be provided to the Surface Officer Distribution Division in NMPC-4 and to OP-13. Individuals, units or specific organizations will not be identifiable in reports, briefings or discussions since results of the survey will be in a statistical or combined form. However, we need your name and SNN initially because we intend to contact you sometime in the future to find out what has happened to your career in the interim.
2. Please review the enclosed questionnaire. It is rather lengthy, but officers who assisted us in revising an earlier version felt that it contained essential areas of concern to surface warfare officers. A high degree of thoroughness was felt to be necessary in order to pursue each topic completely. You are invited to add any comments which serve to amplify your feelings and opinions.
3. Thank you in advance for your participation. Please mark your answers on the questionnaire itself and return it to the Navy Personnel Research and Development Center by using the return envelope provided. Results of this questionnaire will be published periodically in the officer newsletter, "Perspective." If you should have any questions regarding the questionnaire, please call Dr. Robert Morrison at (714) 225-2191 or AUTOVON 933-2191. Report symbol OPNAV 3330-1 has been assigned to this survey.

A handwritten signature in black ink, appearing to read "J. F. Kelly, Jr." or a similar variation.

J. F. KELLY, JR.

1. NAME: \_\_\_\_\_ 2. SSN: \_\_\_\_\_  
First M.I. Last

SURFACE WARFARE OFFICER CAREER QUESTIONNAIRE

Privacy Act Notice

Under the authority of 5 USC 301, information regarding your background, attitudes, experiences, and future intentions in the Navy is requested to provide input to a series of studies on officer career processes and retention. The information provided by you will not become part of your official record, nor will it be used to make decisions about you which will affect your career in any way. It will be used by the Navy Personnel Research and Development Center for statistical purposes only. You are not required to provide this information. There will be no adverse consequences should you elect not to provide the requested information or any part of it. Return of the questionnaire constitutes acknowledgement of these Privacy Act provisions.

I. Background Information

3. Grade: O-\_\_\_\_\_ 4. Designator: \_\_\_\_\_  
5. Marital Status: ( ) 1. Never Married ( ) 2. Married - Year \_\_\_\_\_  
( ) 3. Widow(er) - Year \_\_\_\_\_; and ( ) 4. Remarried - Year \_\_\_\_\_  
( ) 5. Divorced - Year \_\_\_\_\_; and ( ) 6. Remarried - Year \_\_\_\_\_  
6. Children living with you: Number \_\_\_\_\_ Age(s) \_\_\_\_\_  
7. Precommissioning Class Ranks:

| 0             | 1             | 2           | 3          | 4           | 5          |
|---------------|---------------|-------------|------------|-------------|------------|
| Don't<br>Know | Bottom<br>20% | Next<br>20% | Mid<br>20% | Next<br>20% | Top<br>20% |

a. Academic (Undergraduate) ( ) ( ) ( ) ( ) ( ) ( )  
b. Military (OCS, USMA, etc.) ( ) ( ) ( ) ( ) ( ) ( )

8. Were you a SNOS Basic Distinguished Graduate?  
( ) 0. Did not attend SNOS ( ) 1. Yes ( ) 2. No

II. PROFESSIONAL QUALIFICATIONS

1. When were you awarded the 111X designator? \_\_\_\_\_ / \_\_\_\_\_ ( ) N/A  
Month Year

2. What additional qualifications have you obtained (check all that apply)?

( ) a. Division Officer ( ) f. Evaluator/TAO  
( ) b. Department Head ( ) g. XO Afloat (LCDR & above)  
( ) c. OOD ( ) h. Qual.-Surface Ship Command  
( ) d. EOD ( ) i. Surface Nuclear Power  
( ) e. Weapons Control ( ) j. Other \_\_\_\_\_

3. Please complete the following table by providing the indicated information from all of the fitness reports you received during your present tour and the tour preceding it. If you are enroute to a new assignment, use your last two tours, starting with your most recent FITREP. Include dates of fitness reports that are not available and write in the word "missing." Please initials your position on the Evaluation and Summary ranking. The first three lines are filled in as examples. Omit information which is not relevant or available.

| Date<br>Block<br>(13) | Sea/Shore<br>*<br>See | Evaluation and Summary (blocks 51 & 52) |     |     |     |                        |        |                      |                       | EARLY PROMOTION        |    |    |
|-----------------------|-----------------------|---|-----|-----|-----|------------------------|--------|----------------------|-----------------------|------------------------|----|----|
|                       |                       |   |     |     |     | TYPICALLY<br>EFFECTIVE | BOTTOM | (block 62)<br>RECORD | (block 66)<br>RANKING | (block 68)<br>NUM RANK |    |    |
|                       |                       | 1X                                      | 3X  | 10X | 30X |                        |        |                      |                       | of                     | of |    |
| 05/81                 | 1                     | (2)                                     | 1   | 1   |     | 1                      |        | YES                  | 2                     | of                     | 2  | of |
| 11/80                 | 1                     | 1                                       | (3) |     | 1   |                        | 1      | NO                   |                       | of                     |    | of |
| 11/79                 | 2                     | MISSING                                 |     |     |     |                        |        |                      |                       | of                     |    | of |
|                       |                       |   |     |     |     |                        |        |                      |                       | of                     |    | of |
|                       |                       |   |     |     |     |                        |        |                      |                       | of                     |    | of |
|                       |                       |   |     |     |     |                        |        |                      |                       | of                     |    | of |
|                       |                       |   |     |     |     |                        |        |                      |                       | of                     |    | of |
|                       |                       |   |     |     |     |                        |        |                      |                       | of                     |    | of |
|                       |                       |   |     |     |     |                        |        |                      |                       | of                     |    | of |
|                       |                       |   |     |     |     |                        |        |                      |                       | of                     |    | of |

\*1=Sea; 2=Shore

### III. PRESENT ASSIGNMENT EXPERIENCE

In this section (pages 2 and 3) information is sought about your present tour of duty. If you are enroute to a new duty station, refer to your LAST tour to answer the items. The last 3 months should be your frame of reference when a specific time period is required

1. My present tour is: ( ) 1. Sea ( ) 2. Shore
2. PRD \_\_\_\_\_ / \_\_\_\_\_  
Month Year
3. Ship Type/Activity (e.g., AGO, DD, NTC, NAVSTA): \_\_\_\_\_
4. Home Port/Location: \_\_\_\_\_

5. If your duty is a sea tour, how many months have been spent in shipyard overhaul, including non-home port upkeep? \_\_\_\_\_ month(s)

6. Have you been (or will you be) extended in this tour beyond your initial FMD? ( ) 1. No ( ) 2. Yes -- how long? \_\_\_\_\_ (months)  
( ) 3. Don't know

7. If you answered YES to question 6, what was/is the reason (choose best response)?  
 1. Complete PQS/attain SNO designator  
 2. Awaiting relief  
 3. Awaiting opportunity to enter school  
 4. Short time remaining in Navy  
 5. No reason given  
 6. Other \_\_\_\_\_

8. What is your evaluation of the following aspects of your present job and related duties (Respond using the following scale. Omit if not applicable)?

| 1<br>Very<br>Negative  | 2 | 3 | 4<br>Neutral | 5  | 6 | 7<br>Very<br>Positive |
|--|---|---|--------------|--|---|-----------------------|
| <input type="checkbox"/> a. Challenge                                |   |   |              | <input type="checkbox"/> i. Adventure                                    |   |                       |
| <input type="checkbox"/> b. Separation from family/<br>friends       |   |   |              | <input type="checkbox"/> j. Opportunity to complete PQS                  |   |                       |
| <input type="checkbox"/> c. Use of skills & abilities                |   |   |              | <input type="checkbox"/> k. Sense of accomplishment                      |   |                       |
| <input type="checkbox"/> d. Working environment                      |   |   |              | <input type="checkbox"/> l. Opportunity to grow professionally           |   |                       |
| <input type="checkbox"/> e. Hours of work required                   |   |   |              | <input type="checkbox"/> m. Doing something important                    |   |                       |
| <input type="checkbox"/> f. Work pressure                            |   |   |              | <input type="checkbox"/> n. Relationships in wardroom                    |   |                       |
| <input type="checkbox"/> g. Interesting duties                       |   |   |              | <input type="checkbox"/> o. Relationship with CO or reporting<br>seminar |   |                       |
| <input type="checkbox"/> h. Ability to plan &<br>schedule activities |   |   |              |  |   |                       |

9. Approximately how long (in months) did it take you to "fit in" with your--

a. Command/activity ( ) still don't  
 b. Local community ( ) still don't

10. Overall, how do you evaluate this tour in terms of (omit if not applicable)-

|                              | (1)<br>Highly<br>Unfavorable | (2)<br>Unfavorable | (3)<br>Neutral | (4)<br>Favorable | (5)<br>Highly<br>Favorable |
|------------------------------|------------------------------|--------------------|----------------|------------------|----------------------------|
| a. Ship/Command              | ( )                          | ( )                | ( )            | ( )              | ( )                        |
| b. Type duties               | ( )                          | ( )                | ( )            | ( )              | ( )                        |
| c. Wardroom/pairs            | ( )                          | ( )                | ( )            | ( )              | ( )                        |
| d. Superiors                 | ( )                          | ( )                | ( )            | ( )              | ( )                        |
| e. Immediate<br>Subordinates | ( )                          | ( )                | ( )            | ( )              | ( )                        |

#### IV. ASSIGNMENT PROCESS

1. For your most recent experience with a completed PCS change, how many days relative to your FOB did you receive (not applicable = 0)?
  - a. Informal notification \_\_\_\_\_ days prior to FOB, or \_\_\_\_\_ days after FOB
  - b. Formal notification (orders): \_\_\_\_\_ days prior to FOB, or \_\_\_\_\_ days after FOB
2. When did you detach from your last assignment (use numbers such as 10-79; 0-0 equals no reassignment)? \_\_\_\_\_ / \_\_\_\_\_  
Month Year
3. Was the new assignment sea or shore duty?  
( ) 0. Never reassigned ( ) 1. SEA ( ) 2. SHORE
4. Did the reassignment involve a change in geographic location?  
( ) 0. Never reassigned ( ) 1. YES ( ) 2. NO
5. How satisfactory was the amount of notification time you received for—

|            |               |              |                  |              |
|------------|---------------|--------------|------------------|--------------|
|            | More than     | Just about   | Cut it           | Totally      |
| <u>N/A</u> | <u>enough</u> | <u>right</u> | <u>too close</u> | <u>unsat</u> |

  - a. Informal notification ( ) ( ) ( ) ( ) ( )
  - b. Formal notification ( ) ( ) ( ) ( ) ( )
6. If you answered question 5. with "cut it too close" or "totally unsatisfactory," were there special circumstances that may have affected the timing of your notification (choose best response)?  
( ) 1. No  
( ) 2. Yes—and it was justifiable.  
( ) 3. Yes—and it wasn't justifiable.
7. Prior to your most recent transfer, how many days of lead time did you have to make travel arrangements and household effects shipment?  
\_\_\_\_\_ Days ( ) Never transferred or not applicable.
8. How many months prior to your FOB to your current assignment did you submit a new preference card (none submitted = 0)? \_\_\_\_\_ Months  
( ) Don't remember.
9. If you did not submit one, why not (check best choice)?  
( ) 1. It doesn't do any good.  
( ) 2. I talked to my detailer by phone to discuss my desires and the available options.  
( ) 3. I didn't need to submit a new one, the old one was O.K.  
( ) 4. I got my new assignment before I could submit one.  
( ) 5. Other \_\_\_\_\_

10. When I completed my most recent preference card, I (check the best choice):

( ) 0. Did not complete one.  
( ) 1. Put down choices I personally wanted regardless of how they might affect my Navy career.  
( ) 2. Put down primarily what I wanted but tempered them a little with what I thought would help my Navy career.  
( ) 3. Put down choices which I wanted, and I felt the Navy would want me to have, because Navy requirements and my interests are alike.  
( ) 4. Put down choices which I thought would help my Navy career but tempered with my personal desires.  
( ) 5. Put down choices which I thought would help my Navy career even though they weren't personally desirable.

11. How did you rank the following in importance on your last preference card (rank the highest as a 1. List zeroes if none submitted or out of date or not transferred):

\_\_\_\_\_ a. Location      \_\_\_\_\_ b. Type Billet      \_\_\_\_\_ c. Type Activity

12. Assess the acceptability of your current assignment in comparison with what was expressed on your preference card using the scale below:  
0 - Preference card not sent/out of date or never transferred.

|                |   |   |              |   |   |                |
|----------------|---|---|--------------|---|---|----------------|
| 1<br>Very Poor | 2 | 3 | 4<br>Neutral | 5 | 6 | 7<br>Very Good |
|----------------|---|---|--------------|---|---|----------------|

\_\_\_\_\_ a. Location      \_\_\_\_\_ b. Type Billet      \_\_\_\_\_ c. Type Activity

13. Which one of the following statements best describes your experience in obtaining your current assignment?

( ) 0. Haven't been through reassignment.  
( ) 1. Tended to run smoothly—my detailer located an acceptable billet relatively quickly.  
( ) 2. Tended to run smoothly but there was a certain amount of uncertainty and discussion with my detailer along the way.  
( ) 3. Tended to be a very difficult, unhappy experience. However, I eventually received a satisfactory or acceptable assignment.  
( ) 4. Tended to be a frustrating, anxiety-producing experience. Only through the intervention of senior officers or extreme efforts on my part did I ultimately receive a satisfactory or acceptable assignment.  
( ) 5. Tended to be a completely hopeless situation. No amount of effort on my part or by others was successful in influencing the system.

14. About how often did you interact with your detailer during your most recent assignment? Provide your best estimate.

a. About \_\_\_\_\_ times within a year of PBD.  
b. About \_\_\_\_\_ times a year otherwise.  
( ) c. Haven't been through reassignment.

15. What was the purpose of these interactions (check one or more)?

|   |   |
|---|---|
| ( ) a. Not applicable                                 | ( ) f. To determine status of requests, letters, etc. |
| ( ) b. To keep in touch                               | ( ) g. To obtain an answer to a specific question     |
| ( ) c. To determine potential openings                | ( ) h. Other _____                                    |
| ( ) d. To learn more about recent trends and policies | _____   |
| ( ) e. To seek career advice                          | _____   |

16. How many times did you use the following ways of interacting with your detailer during your most recent complete tour, including the reassignment process (leave blank if not reassigned)? How effective do you feel each is as a method (answer all even if not reassigned)?

|                    | Number of Times Used | Effectiveness        |                 |           |               |                    |
|--------------------|----------------------|----------------------|-----------------|-----------|---------------|--------------------|
|                    |                      | (1) Very Ineffective | (2) Ineffective | (3) So-So | (4) Effective | (5) Very Effective |
| a. Preference Card | _____                | ( )                  | ( )             | ( )       | ( )           | ( )                |
| b. Letter          | _____                | ( )                  | ( )             | ( )       | ( )           | ( )                |
| c. Telephone       | _____                | ( )                  | ( )             | ( )       | ( )           | ( )                |

17. My detailer's designator is \_\_\_\_\_. ( ) Don't know.

18. What is your evaluation of your current detailer in the following areas (Respond using the following scale.)?

| 0          | 1             | 2 | 3 | 4       | 5 | 6 | 7             |
|------------|---------------|---|---|---------|---|---|---------------|
| Don't Know | Very Negative |   |   | Neutral |   |   | Very Positive |

|   |  |
|---|--|
| ____ a. Knowledgeable of current policy trends                        | ____ h. Knowledgeable of previous communications     |
| ____ b. Knowledgeable of which billets are available                  | ____ i. What (s)he says can be trusted               |
| ____ c. Knowledgeable of requirements and duties of available billets | ____ j. Looks out for my best interests              |
| ____ d. Knowledgeable of my career development needs                  | ____ k. Listens to my problems, desires, needs, etc. |
| ____ e. Knowledgeable of my personal desires                          | ____ l. Provides useful career counseling            |
| ____ f. Returns telephone calls                                       | ____ m. Responds to correspondence                   |
| ____ g. Shares information  | ____ n. Availability                                 |

19. When was the last time you communicated with your current detailer (give month and year in digits such as 10-79; 0-0 equals none)?

Month / Year

15. What was the purpose of these interactions (check one or more)?

( ) a. Not applicable ( ) f. To determine status of requests, letters, etc.  
( ) b. To keep in touch ( ) g. To obtain an answer to a specific question  
( ) c. To determine potential openings ( ) h. Other \_\_\_\_\_  
( ) d. To learn more about recent trends and policies \_\_\_\_\_  
( ) e. To seek career advice \_\_\_\_\_

16. How many times did you use the following ways of interacting with your detailer during your most recent complete tour, including the reassignment process (Leave blank if not reassigned)? How effective do you feel each is as a method (answer all even if not reassigned)?

| Number of Times Used | Effectiveness        |                 |           |               |                    |
|----------------------|----------------------|-----------------|-----------|---------------|--------------------|
|                      | (1) Very Ineffective | (2) Ineffective | (3) So-So | (4) Effective | (5) Very Effective |
| a. Preference Card   | _____                | ( )             | ( )       | ( )           | ( )                |
| b. Letter            | _____                | ( )             | ( )       | ( )           | ( )                |
| c. Telephone         | _____                | ( )             | ( )       | ( )           | ( )                |

17. My detailer's designator is \_\_\_\_\_. ( ) Don't know.

18. What is your evaluation of your current detailer in the following areas (Respond using the following scale.)?

| 0          | 1             | 2 | 3 | 4       | 5 | 6 | 7             |
|------------|---------------|---|---|---------|---|---|---------------|
| Don't Know | Very Negative |   |   | Neutral |   |   | Very Positive |

\_\_\_\_\_ a. Knowledgeable of current policy trends \_\_\_\_\_ h. Knowledgeable of previous communications  
\_\_\_\_\_ b. Knowledgeable of which billets are available \_\_\_\_\_ i. What (s)he says can be trusted  
\_\_\_\_\_ c. Knowledgeable of requirements and duties of available billets \_\_\_\_\_ j. Looks out for my best interests  
\_\_\_\_\_ d. Knowledgeable of my career development needs \_\_\_\_\_ k. Listens to my problems, desires, needs, etc.  
\_\_\_\_\_ e. Knowledgeable of my personal desires \_\_\_\_\_ l. Provides useful career counseling  
\_\_\_\_\_ f. Returns telephone calls \_\_\_\_\_ m. Responds to correspondence  
\_\_\_\_\_ g. Shares information \_\_\_\_\_ n. Availability

19. When was the last time you communicated with your current detailer (give month and year in digits such as 10-79; 0-0 equals none)?

\_\_\_\_\_ / \_\_\_\_\_  
Month Year

20. How did you prepare for your initial contact with your detailer during your last reassignment (check all that apply)?

( ) a. No reassignment.  
 ( ) b. Did not prepare.  
 ( ) c. Rereanalyzed my preference card.  
 ( ) d. Submitted an updated preference card.  
 ( ) e. Reviewed my whole career plan.  
 ( ) f. Contacted others at my present duty station for advice.  
 ( ) g. Discussed it with my spouse.  
 ( ) h. Checked instructions, personnel manual and other policy(ies).  
 ( ) i. Checked the URL Career Planning Guide or "Perspective."  
 ( ) j. Other \_\_\_\_\_

21. I, not my detailer, initiated the first contact regarding my most recent reassignment.

( ) 0. Never reassigned. ( ) 1. YES ( ) 2. NO

22. Have you attended a detailer field trip meeting in the last two years?

( ) 1. No - Meeting has never been scheduled in my command(s).  
 ( ) 2. No - I was not available when trip was scheduled.  
 ( ) 3. No - I chose not to attend a scheduled meeting.  
 ( ) 4. Yes - \_\_\_\_\_ months prior to my PRD.

23. During my most recent transfer, I was promised one type of duty or duty station location, and it was changed in the orders I received just before I transferred.

( ) 1. Yes ( ) 3. Have never discussed orders with my detailer.  
 ( ) 2. No ( ) 4. Have never been transferred.

24. If you have attended a detailer field trip meeting, to what extent? (Respond using the following scale. Omit if one not attended)

| 0              | 1           | 2 | 3 | 4    | 5 | 6 | 7          |
|----------------|-------------|---|---|------|---|---|------------|
| Not Applicable | Very Little |   |   | Some |   |   | Very Great |

\_\_\_\_\_ a. Did it provide clarification of assignment policies and practices?  
 \_\_\_\_\_ b. Did it give you an appreciation of officer career paths and alternatives?  
 \_\_\_\_\_ c. Did it resolve some assignment problems you had?  
 \_\_\_\_\_ d. Was it conducted in an open and honest manner?  
 \_\_\_\_\_ e. Was it a useful and beneficial meeting?

25. What individuals did you use to intervene on your behalf to obtain the assignment you wanted during your last reassignment (check all that apply)?

( ) a. No previous reassignment.  
( ) b. No one.  
( ) c. My CO.  
( ) d. The CO of the billet I wanted.  
( ) e. A senior officer from my direct chain of command from my previous assignment.  
( ) f. A senior officer in the direct chain of command of my desired assignment.  
( ) g. A senior officer from my community but not in the chain of command of either assignment.  
( ) h. A senior officer from outside of my community.  
( ) i. Other \_\_\_\_\_

26. When you received your last Officer Data Card (ODC), did you verify each block?

( ) 1. Yes, I'm sure no corrections were required.  
( ) 2. Yes, it seemed to me that no corrections were required, but I'm not positive.  
( ) 3. Yes, corrections were required, but I didn't follow-up.  
( ) 4. Yes, corrections were required, and I sent them to Washington.  
( ) 5. No, but I checked a few blocks.  
( ) 6. No, I gave it hardly a glance.  
( ) 7. Have never received an ODC.  
( ) 8. I don't know what an ODC is.

27. Has your Administrative Office offered to help you to verify your latest ODC?

( ) 1. Yes ( ) 3. Have never received one.  
( ) 2. No ( ) 4. Still don't know what an ODC is.

28. On the average with respect to your last reassignment, how many times did you have to dial your detailer's number before you were able to talk to him (her) or another detailer? \_\_\_\_\_ ( ) Did not try to call him. ( ) Never reassigned.

29. With respect to your most recent transfer, did your detailer inform you by message that orders were being forwarded and they were not received in a timely fashion?

( ) 0. Not applicable ( ) 1. Yes ( ) 2. No

30. Did you have a copy of your reference card or official correspondence (i.e., fitness report, OOD (U) qualification, etc.) mailed or telecopied for your detailer's use?

( ) 1. Yes, and it was received.  
( ) 2. Yes, and it was lost somewhere in the system.  
( ) 3. Yes, but I don't know what happened to it.  
( ) 4. No.

31. Are you presently on an overseas tour of duty?  
 ( ) 1. Yes—accompanied ( ) 2. Yes—unaccompanied ( ) 3. No  
 If yes, please answer question 31.a. Otherwise go directly to Section V.  
 a. Did your transferring command provide timely and accurate support for your overseas transfer?  
 ( ) 0. Not applicable ( ) 1. Yes ( ) 2. No  
 ( ) 3. Did not inform me of the requirements.

#### V. DECISION PROCESS

1. When did you begin the following activities in regard to your last reassignment?  
 (Use the following scale to respond to items a through g:)

|                                       |                                   |
|---------------------------------------|-----------------------------------|
| 0. Not applicable                     | 4. 7 to 10 months before my PED.  |
| 1. Systematically throughout my tour. | 5. 3 to 6 months before my PED.   |
| 2. More than 14 months before my PED. | 6. Within 3 months before my PED. |
| 3. 11 to 14 months before my PED.     | 7. I didn't do this.              |

\_\_\_\_\_ a. Contacting your detailer.  
 \_\_\_\_\_ b. Specifically seeking the advice of a senior officer.  
 \_\_\_\_\_ c. Specifically seeking the advice of peers.  
 \_\_\_\_\_ d. Discussing possible assignments with my spouse/family.  
 \_\_\_\_\_ e. Considering choices of location.  
 \_\_\_\_\_ f. Considering choices of types of billets.  
 \_\_\_\_\_ g. Considering choices of types of duty.

2. How important was your desire for a post-Navy career in your preference for your most recent reassignment? (Circle most appropriate response)

|                |                    |   |   |                  |   |   |
|----------------|--------------------|---|---|------------------|---|---|
| 1              | 2                  | 3 | 4 | 5                | 6 | 7 |
| Not Considered | Some Consideration |   |   | A Primary Factor |   |   |

3. How important was your desire for a change in your Navy career (change in designator outside present community) in your preference for your most recent assignment? (Circle appropriate response)

|                |                    |   |   |                  |   |   |
|----------------|--------------------|---|---|------------------|---|---|
| 1              | 2                  | 3 | 4 | 5                | 6 | 7 |
| Not Considered | Some Consideration |   |   | A Primary Factor |   |   |

4. Looking at a SWO career, for approximately how many years from now do you have a relatively clear idea of what your career path (bils, promotions, etc.) will be?  
 \_\_\_\_\_ (years)

5. How many more years do you plan to remain on active duty? \_\_\_\_\_ years; ( ) Don't have any idea.

6. How attractive does the SWO career path appear to you (circle the appropriate number)

|                   |         |   |   |                 |   |   |
|-------------------|---------|---|---|-----------------|---|---|
| 1                 | 2       | 3 | 4 | 5               | 6 | 7 |
| Very Unattractive | Neutral |   |   | Very Attractive |   |   |

7. How attractive would it be to change your designator and pursue a different career path (circle the appropriate number)?

1      2      3      4      5      6      7  
 Very      Neutral      Very  
 Unattractive      Attractive

8. When did you or will you make the following decisions? Consider when you were (will be) deciding to do something, not when you will be implementing the decision. If current to a new assignment, respond by referring to your last assignment. Each question requires two responses.

| QUESTION   | YOUR DECISION |    |           | DECISION POINT           |                                  |  |
|--|---------------|----|-----------|--------------------------|----------------------------------|--|
|  | Yes           | No | Undecided | Decided in Previous Tour | Present Tour<br>Decided on MD/YR | Decision Deferred Till later<br>Will decide on MD/YR |
| I have decided to:                                     |               |    |           |                          |                                  |  |
| a. Complete SWO PQS.                                   |               |    |           |                          |                                  |  |
| b. Request Dept. Head School.                          |               |    |           |                          |                                  |  |
| c. Request PG School.                                  |               |    |           |                          |                                  |  |
| d. Make the Navy a career                              |               |    |           |                          |                                  |  |
| e. Seek a designator change from SWO                   |               |    |           |                          |                                  |  |
| f. Complete EODN Qual.                                 |               |    |           |                          |                                  |  |
| g. Complete Qualification for Command                  |               |    |           |                          |                                  |  |
| h. Obtain a proven Subspecialty                        |               |    |           |                          |                                  |  |
| i. Request Staff or War College                        |               |    |           |                          |                                  |  |
| j. Remain geographic- ally stable                      |               |    |           |                          |                                  |  |
| k. Accept a Washington headqtrs staff assign           |               |    |           |                          |                                  |  |
| l. Prepare for a career outside the Navy               |               |    |           |                          |                                  |  |
| m. Remain in the Navy beyond eligible retirement date. |               |    |           |                          |                                  |  |
| o. Strive for Command at sea.                          |               |    |           |                          |                                  |  |
| p. Strive for CAPT.                                    |               |    |           |                          |                                  |  |
| q. Strive for flag rank                                |               |    |           |                          |                                  |  |

9. Do you feel that the Navy wants you to continue your career as an active duty Naval officer? Circle best response.

|                        |   |   |               |   |   |                    |
|------------------------|---|---|---------------|---|---|--------------------|
| 1                      | 2 | 3 | 4             | 5 | 6 | 7                  |
| Definitely<br>Does Not |   |   | Don't<br>Know |   |   | Definitely<br>Does |

10. If you were to seek civilian employment, how prepared are you to do so?

|                           |   |   |  |   |   |                         |
|---------------------------|---|---|--|---|---|-------------------------|
| 1                         | 2 | 3 | 4  | 5 | 6 | 7                       |
| Essentially<br>Unprepared |   |   | Neither<br>Prepared<br>nor<br>Unprepared |   |   | Essentially<br>Prepared |

11. In reference to your present assignment, evaluate the following sources of information concerning how much you use them and how accurate, honest, and available they are in providing you with career planning information and guidance. Also evaluate the amount of influence each source exerts on your career decisions and whether the influence is positive or negative. Respond using the following scale:

|             |   |   |          |   |   |              |                   |
|-------------|---|---|----------|---|---|--------------|-------------------|
| 1           | 2 | 3 | 4        | 5 | 6 | 7            | 0                 |
| Very<br>Low |   |   | Moderate |   |   | Very<br>High | Not<br>Applicable |

|  | CSE | ACCURACY | HONESTY | AVAILABILITY | INFLUENCE | DIRECTION OF<br>INFLUENCE<br>(CHECK ONE) |          |
|--|-----|----------|---------|--------------|-----------|--|----------|
|  |     |          |         |              |           | Positive                                 | Negative |
| CO   |     |          |         |              |           | ( )                                      | ( )      |
| XO   |     |          |         |              |           | ( )                                      | ( )      |
| Department Head                            |     |          |         |              |           | ( )                                      | ( )      |
| Other Senior Officers<br>in my Community   |     |          |         |              |           | ( )                                      | ( )      |
| Senior Officers outside<br>my Community    |     |          |         |              |           | ( )                                      | ( )      |
| Peers                                      |     |          |         |              |           | ( )                                      | ( )      |
| Detailers                                  |     |          |         |              |           | ( )                                      | ( )      |
| "Perspective"                              |     |          |         |              |           | ( )                                      | ( )      |
| "URL Officer Career<br>Planning Guidebook" |     |          |         |              |           | ( )                                      | ( )      |
| "Commanding Officer's<br>Addendum"         |     |          |         |              |           | ( )                                      | ( )      |
| "Officer Billet Summary"                   |     |          |         |              |           | ( )                                      | ( )      |
| Navy Times                                 |     |          |         |              |           | ( )                                      | ( )      |
| Public Media                               |     |          |         |              |           | ( )                                      | ( )      |

12. What is your evaluation of the following aspects with regard to a Navy career? Respond using the following scale:

| 1   | 2 | 3                                      | 4       | 5 | 6 | 7             |
|---|---|--|---------|---|---|---------------|
| Very Negative   |   |  | Neutral |   |   | Very Positive |
|   |   |  |         |   |   |               |
| a. Continuity of detailers  |   | e. Sea duty                            |         |   |   |               |
| b. Assignments received   |   | f. Shore duty                          |         |   |   |               |
| c. Change of billets at 2-3 year intervals                          |   | g. Overseas assignments, accompanied   |         |   |   |               |
| d. Possibility of change of geographic location with billet changes |   | h. Overseas assignments, unaccompanied |         |   |   |               |
|   |   | i. Commissary and exchange benefits    |         |   |   |               |

Respond to items 13 and 14 using the following scale:

| 1                 | 2 | 3 | 4        | 5 | 6 | 7             |
|-------------------|---|---|----------|---|---|---------------|
| Definitely Do Not |   |   | Somewhat |   |   | Definitely Do |
|                   |   |   |          |   |   |               |

13. When you are (or "should be") completing your Officer Preference Card, do you have a good idea of available billets for which you would be fully competitive?

14. Do you feel the billets you have received reflected your experience and past performance?

15. Rate the following assignments. First evaluate them according to their contribution to your Navy career. Then assess the desirability of each assignment. Respond using the following scale:

| 1                 | 2        | 3          | 4       | 5          | 6        | 7                 |
|-------------------|----------|------------|---------|------------|----------|-------------------|
| Strongly Negative | Substan- | Moderately | Neutral | Moderately | Substan- | Strongly Positive |
|                   |          |            |         |            |          |                   |

Navy Career Contributions      Desirability

Sea

- a. Department Head (DH) - Weapons
- b. DH-Engineering
- c. XO-1ST
- d. XO-FFG
- e. Afloat Staff Duty
- f. DH-Amphib/Service
- g. CO-AB
- h. CO-DD
- i. Flag Aide

|                          |
|--------------------------|
| <input type="checkbox"/> |

|                          |
|--------------------------|
| <input type="checkbox"/> |

Shore

- j. Shore Support Unit (OIC)
- k. Flag Aide
- l. SWOB-Basic Instructor
- m. Naval Academy Instructor
- n. NROTC Instructor
- o. OCS Instructor

|                          |
|--------------------------|
| <input type="checkbox"/> |

|                          |
|--------------------------|
| <input type="checkbox"/> |

(Score continued from previous page)

| 1<br>Strongly<br>Negative | 2<br>Slightly<br>Negative | 3<br>Moderately<br>Negative | 4<br>Neutral | 5<br>Moderately<br>Positive | 6<br>Slightly<br>Positive | 7<br>Strongly<br>Positive |
|---------------------------|---------------------------|-----------------------------|--------------|-----------------------------|---------------------------|---------------------------|
|---------------------------|---------------------------|-----------------------------|--------------|-----------------------------|---------------------------|---------------------------|

Navy Career  
Contributions      Desirability

Shore

- p. Detailer
- q. Washington Tour
- r. Major Shore Staff
- s. Recruiting
- t. Training Command (Enlisted)
- u. Navy PG School Student

|                          |                          |
|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> |

16. Please indicate the relative opportunity of obtaining each of the following characteristics in the Navy versus your expectations of obtaining them in a civilian career if you left the Navy:

|   | CIVILIAN                   |                   |              | NAVY             |              |                   |                            |
|---|----------------------------|-------------------|--------------|------------------|--------------|-------------------|----------------------------|
|   | 1. Substantially<br>Better | 2. Much<br>Better | 3.<br>Better | 4.<br>Comparable | 5.<br>Better | 6. Much<br>Better | 7. Substantially<br>Better |
| a. Interesting and challenging work                         | ( )                        | ( )               | ( )          | ( )              | ( )          | ( )               | ( )                        |
| b. Ability to plan work                                     | ( )                        | ( )               | ( )          | ( )              | ( )          | ( )               | ( )                        |
| c. Work hours   | ( )                        | ( )               | ( )          | ( )              | ( )          | ( )               | ( )                        |
| d. Minimal work stress                                      | ( )                        | ( )               | ( )          | ( )              | ( )          | ( )               | ( )                        |
| e. Freedom from hassles                                     | ( )                        | ( )               | ( )          | ( )              | ( )          | ( )               | ( )                        |
| f. Own initiative   | ( )                        | ( )               | ( )          | ( )              | ( )          | ( )               | ( )                        |
| g. Pay and allowances                                       | ( )                        | ( )               | ( )          | ( )              | ( )          | ( )               | ( )                        |
| h. Health benefits/ care                                    | ( )                        | ( )               | ( )          | ( )              | ( )          | ( )               | ( )                        |
| i. Job security   | ( )                        | ( )               | ( )          | ( )              | ( )          | ( )               | ( )                        |
| j. Family stability<br>(omit if MA)                         | ( )                        | ( )               | ( )          | ( )              | ( )          | ( )               | ( )                        |
| k. Desirable place to live                                  | ( )                        | ( )               | ( )          | ( )              | ( )          | ( )               | ( )                        |
| l. Desirable co-workers                                     | ( )                        | ( )               | ( )          | ( )              | ( )          | ( )               | ( )                        |
| m. Recognition  | ( )                        | ( )               | ( )          | ( )              | ( )          | ( )               | ( )                        |
| n. Responsibility   | ( )                        | ( )               | ( )          | ( )              | ( )          | ( )               | ( )                        |
| o. Chance for spouse to develop own interests (omit, if MA) | ( )                        | ( )               | ( )          | ( )              | ( )          | ( )               | ( )                        |

|                              | CIVILIAN                |               |       | NAVY       |                         |               |
|------------------------------|-------------------------|---------------|-------|------------|-------------------------|---------------|
|                              | Substantially<br>Better | Not<br>Better | Worse | Comparable | Substantially<br>Better | Not<br>Better |
| p. Quality of superiors      | ( )                     | ( )           | ( )   | ( )        | ( )                     | ( )           |
| q. Retirement program        | ( )                     | ( )           | ( )   | ( )        | ( )                     | ( )           |
| r. Variety of assignments    | ( )                     | ( )           | ( )   | ( )        | ( )                     | ( )           |
| s. Educational opportunities | ( )                     | ( )           | ( )   | ( )        | ( )                     | ( )           |
| t. Promotional opportunities | ( )                     | ( )           | ( )   | ( )        | ( )                     | ( )           |
| u. Social Relationships      | ( )                     | ( )           | ( )   | ( )        | ( )                     | ( )           |

17. PLEASE GO BACK TO QUESTION 16 AND CIRCLE THOSE 5 CHARACTERISTICS THAT ARE MOST MOST IMPORTANT TO YOU AND CROSS OUT THOSE 5 CHARACTERISTICS THAT ARE LEAST IMPORTANT TO YOU.

The following eight items (18-25) cover the family's impact on your career. Skip to the next section if you are not currently married.

18. How is your spouse primarily employed? (Choose best response)

|                            |                         |
|----------------------------|-------------------------|
| ( ) 1. Full-time homemaker | ( ) 7. Consultant       |
| ( ) 2. Secretary/clerical  | ( ) 8. Business/Finance |
| ( ) 3. Teacher             | ( ) 9. Navy officer     |
| ( ) 4. Nurse               | ( ) 10. Navy enlisted   |
| ( ) 5. Engineer            | ( ) 11. Other military  |
| ( ) 6. Other professional  | ( ) 12. Other _____     |

Respond to items 19-21 using the following scale:

|                      |   |   |           |   |   |                   |
|----------------------|---|---|-----------|---|---|-------------------|
| 1                    | 2 | 3 | 4         | 5 | 6 | 7                 |
| Strongly<br>disagree |   |   | Uncertain |   |   | Strongly<br>agree |

19. My spouse's career limits considerably the options available in my career decisions.

20. At the present time, my career is more important to me than my spouse's career.

21. I am actively involved in my spouse's career.

22. Rank order the following items according to the severity of their impact on your most recent PCS move (the most severe = 1).

|                                    |   |
|------------------------------------|---|
| a. My spouse's employment          | d. Disruptions in social relations                              |
| b. Disruptions in family schooling | e. The moving process itself                                    |
| c. My out-of-pocket expenses       | f. My unavailability to help the family (deployed, for example) |

23. How do you think your spouse feels towards your Navy career?

|                           |                              |
|---------------------------|------------------------------|
| ( ) 1. Completely Opposed | ( ) 4. Moderately supportive |
| ( ) 2. Moderately Opposed | ( ) 5. Completely supportive |
| ( ) 3. Neutral            |                              |

Respond to items 24 and 25 using the following scale:

|                |                    |   |   |                     |   |   |                |
|----------------|--------------------|---|---|---------------------|---|---|----------------|
| 0              | 1                  | 2 | 3 | 4                   | 5 | 6 | 7              |
| Not Applicable | I decide w/ spouse |   |   | Equal participation |   |   | I decide alone |

\_\_\_\_ 24. How involved was your spouse when you made decisions during your last reassignment (completing the Preference Card, for example).  
\_\_\_\_ 25. How involved is your spouse when you are making major career decisions such as staying in the Navy, choosing a second career, retiring, etc.

#### VI. Career Management

1. On the scale below, check the statement which most accurately reflects your idea of the community which you represent.

( ) 1. I am a surface warfare specialist.  
( ) 2. I am primarily a surface warfare specialist and secondarily a Navy officer.  
( ) 3. I am an equal balance of both.  
( ) 4. I am primarily a Navy officer and secondarily a surface warfare specialist.  
( ) 5. I am a Navy officer.  
( ) 6. Other \_\_\_\_\_

Using Surface Warfare as your "community", respond to items 2-30 using the following scale:

|                           |   |   |                |   |   |                        |
|---------------------------|---|---|----------------|---|---|------------------------|
| 1<br>Strongly<br>Disagree | 2 | 3 | 4<br>Uncertain | 5 | 6 | 7<br>Strongly<br>Agree |
|---------------------------|---|---|----------------|---|---|------------------------|

\_\_\_\_ 2. My community has some programs to help me with my career which are different from other Navy communities such as aviation.  
\_\_\_\_ 3. My community has a higher rate of promotion for senior officers than the other Navy communities.  
\_\_\_\_ 4. My community tries to take care of its own in regards to promotions.  
\_\_\_\_ 5. It is almost essential for me to be sponsored by someone senior if I want to advance in the Navy.  
\_\_\_\_ 6. Officers in communities other than mine get the billets which contribute most to their Navy careers.  
\_\_\_\_ 7. My community uses an "old boy" (informal) network to keep tabs on officers for the best assignments.  
\_\_\_\_ 8. It is important to have someone available with whom I am comfortable and trust to discuss my career.  
\_\_\_\_ 9. My senior officers interact with me frequently.  
\_\_\_\_ 10. I use senior officers as role models when I make career decisions.  
\_\_\_\_ 11. I have been counseled on how the Navy's career system works for members of my community.

| 1                    | 2 | 3         | 4 | 5 | 6 | 7                 |
|----------------------|---|-----------|---|---|---|-------------------|
| Strongly<br>Disagree |   | Uncertain |   |   |   | Strongly<br>Agree |

13. I have been counseled about the "right" contacts to make to help further my Navy career.

13. I have been counseled on the Navy's career opportunities outside of my community.

14. I have been counseled on the "blind alleys" which might kill my Navy career.

15. I have been counseled on the "tickets" which have to be punched so that I can reach my career goals in the Navy.

16. I have had good counsel on the Navy's norms and values for officers.

17. I have a close, personal relationship with a considerably more senior officer who serves as a mentor for my career.

18. I have counseled a more junior officer in career-related matters.

19. Officers need a special career counseling system for them.

20. Visibility is very important at this stage in my Navy career.

21. Officers in my community make flag rank because they (rank order the following five statements with 5 being the most important):

|                                  |                                     |
|----------------------------------|-------------------------------------|
| _____ a. are highly specialized  | _____ d. have the right contacts.   |
| _____ b. are not overspecialized | _____ e. punched the right tickets. |
| _____ c. are superb performers.  |                                     |

23. In comparison with other communities, officers in my community make flag rank. (circle best choice):

| 1                  | 2 | 3                   | 4 | 5 | 6 | 7                    |
|--------------------|---|---------------------|---|---|---|----------------------|
| Very<br>frequently |   | At the<br>same rate |   |   |   | Very<br>Infrequently |

#### VII. CAREER ATTITUDES

1. Career Intentions: The following item concerns the intensity of your desire to continue your career as a Navy officer at least until you are eligible for retirement. Areas on the scale are described, both verbally and in terms of probability, to provide meaningful reference points. Check the response which most closely represents your current level of commitment.

How certain are you that you will continue an active Navy career at least until you are eligible for retirement?

- ( ) 1. 99.9-100% I am virtually certain that I will not leave the Navy voluntarily prior to becoming eligible for retirement.
- ( ) 2. 90.0-99.9% I am almost certain I will continue my military career if possible.
- ( ) 3. 75.0-89.9% I am confident that I will continue my Navy career until I can retire.
- ( ) 4. 50.0-74.9% I probably will remain in Navy until I am eligible for retirement.
- ( ) 5. 25.0-49.9% I probably will not continue in the Navy until I am eligible for retirement.
- ( ) 6. 10.0-24.9% I am confident that I will not continue my Navy career until I can retire.
- ( ) 7. 0.2-9.9% I am almost certain that I will leave the Navy as soon as possible.
- ( ) 0.0-0.1% I am virtually certain that I will not voluntarily continue in the Navy until I am eligible for retirement.

2. Career Satisfaction: The following items deal with your attitudes toward your career and location. Please respond as honestly and accurately as you can. It is important that you complete each item even though it appears to be the same statement. Indicate how much you agree or disagree with each statement by using the scale below and responding to each item.

|                                  |          |          |  |          |          |                               |
|----------------------------------|----------|----------|--|----------|----------|-------------------------------|
| <u>1</u><br>Strongly<br>Disagree | <u>2</u> | <u>3</u> | <u>4</u><br>Neither<br>Agree nor<br>Disagree | <u>5</u> | <u>6</u> | <u>7</u><br>Strongly<br>Agree |
|----------------------------------|----------|----------|--|----------|----------|-------------------------------|

- a. I would be very dissatisfied if I had to change my career.
- b. I would definitely not recommend my location to friends.
- c. The more I think about it, the more I feel I made a bad move in entering my career.
- d. I am fortunate to be located where I am.
- e. I thoroughly enjoy my career.
- f. I thoroughly enjoy my location.
- g. I take great pride in my career.
- h. I would live anywhere in order to stay in my career.
- i. I often think about being in a different location.
- j. I would definitely like to change my career.
- k. I would be more satisfied in a different location.
- l. I feel I could be much more satisfied in a different career.
- m. I am very satisfied with my present location.
- n. Where I live is much more important to my satisfaction than my career.

### VIII. EDUCATION, TRAINING AND PROFESSIONAL DEVELOPMENT

Indicate your level of agreement to the next 17 items. Respond using the following scale:

| 1                    | 2 | 3       | 4 | 5 | 6                 | 7 |
|----------------------|---|---------|---|---|-------------------|---|
| Strongly<br>Disagree |   | Neutral |   |   | Strongly<br>Agree |   |

In evaluating the first four items, consider ASW, CIC, etc. as technical schools and LMET, PAO, etc. as non-technical ones. Omit consideration of major professional schools such as SWOS, NPGS or war college.

1. Navy school(s) that I completed during my most recent transfer or present assignment were valuable to me in performing my job. (score "0" if never completed).
2. The Navy has provided me with adequate training in the general (managerial) aspects of how to perform as a Naval officer.
3. I believe that non-technical schools improve my ability to do my job.
4. Technical schools will increase my promotion opportunities much more than non-technical service schools.
5. Except for technical/key billets, the assignment of primary duties to an officer by the commanding officer is guided by the officer's service record and the officer's need to obtain well rounded professional experience.
6. The assignment of an officer on sea duty as a division officer, may be a collateral duty.
7. An officer must serve as the head of a major department before selection for assignment as an executive officer afloat.
8. The EOW qualification must be obtained before an 111X can be designated as "Qualified for Command".
9. A written examination is required to obtain the designation, "Qualified for Command".
10. If an OML officer (116X) does not qualify within 24 months of shipboard duty, this may result in reassignment to shore duty and a designator change to 110X.
11. My ship has a planned program for rotating junior officers through several departments during their first sea tour. (Omit if on shore duty).
12. I have been encouraged by many of my seniors (CO, XO, department head, etc.) to pursue a graduate education.
13. Obtaining a postgraduate degree will strengthen my chances for promotion.
14. I would rather receive a postgraduate degree from a civilian institution than NPGS.
15. If I leave my warfare specialty area for any reason, including attendance at NPGS, my Navy career will suffer.
16. The development of a subspecialty is important for my Navy career.
17. The development of a subspecialty is important for my career beyond the Navy.

## IX. SUPPLEMENTAL QUESTIONS

Indicate your level of agreement with items 1 through 35. Respond using the following scale:

| 1                    | 2 | 3       | 4 | 5 | 6                 | 7 |
|----------------------|---|---------|---|---|-------------------|---|
| Strongly<br>Disagree |   | Neutral |   |   | Strongly<br>Agree |   |

1. I am willing to put in a great deal of effort beyond that normally expected in order to help the Navy be successful.

2. I talk up the Navy to my friends as a great organization to work for.

3. I feel very little loyalty to the Navy.

4. I would accept almost any type of job assignment in order to remain in the Navy.

5. I find that my values and the Navy's values are very similar.

6. I am proud to tell others that I am part of the Navy.

7. I could just as well be working for a different organization as long as the type of work were similar.

8. The Navy really inspires the very best in me in the way of job performance.

9. It would take very little change in my present circumstances to cause me to leave.

10. I am extremely glad that I chose the Navy to work for, over other organizations I was considering at the time I joined.

11. There's not too much to be gained by staying with the Navy indefinitely.

12. Often, I find it difficult to agree with the Navy's policies on important matters relating to its personnel.

13. I really care about the fate of the Navy.

14. For me this is the best of all possible organizations for which to work.

15. Deciding to join the Navy was a definite mistake on my part.

16. The Navy should provide clear, specific career paths with associated plans.

17. I don't really think about the career decision; it's in the back of my mind for a while, then it will suddenly hit me, and I know what I will do.

18. Career opportunities are unpredictable so you must be ready to make a decision when one arises.

19. I am willing to invest considerable time in exploring career opportunities.

20. I like to imagine what it would be like to be the very top person in my field.

21. I research, plan, and find my own billets.

22. It helps to know exactly what you want in your next assignment.

23. I can not depend upon the detailing system to find a job that I want.

24. I know the steps that I need to take to achieve my Navy career goals.

25. I know the steps that I need to take to achieve my post-Navy career goals.

26. I feel that I'm a person of worth, at least on an equal plane with others.

27. I feel that I have a number of good qualities.

28. All in all, I am inclined to feel that I am a failure.

29. I feel I do not have much to be proud of.

30. I wish I could have more respect for myself.

31. I am able to do things as well as most other people.

| 1<br>Strongly<br>Disagree | 2 | 3 | 4<br>Neutral | 5 | 6 | 7<br>Strongly<br>Agree |
|---------------------------|---|---|--------------|---|---|------------------------|
|---------------------------|---|---|--------------|---|---|------------------------|

32. At times I think I am no good at all.  
33. On the whole, I am satisfied with myself.  
34. I take a positive attitude toward myself.  
35. I certainly feel useless at times.  
36. Career Satisfaction II: The following items are similar to those you covered earlier. However, we would like your assistance to see how Navy officers look at their career in relation to their occupation and organization. Multiple items help us obtain stable estimates of attitudes. Respond using the following scale:

| 1<br>Strongly<br>Disagree | 2 | 3 | 4<br>Neither<br>Agree nor<br>Disagree | 5 | 6 | 7<br>Strongly<br>Agree |
|---------------------------|---|---|---------------------------------------|---|---|------------------------|
|---------------------------|---|---|---------------------------------------|---|---|------------------------|

a. I am very satisfied with my occupation.  
b. Being in the Navy is more important than my location.  
c. I thoroughly enjoy my field of work.  
d. My career is significantly more important to me than the Navy.  
e. I would definitely like to change my field of work.  
f. The occupation in which I work is more important to me than my location.  
g. I would feel happier with a different occupation.  
h. The occupation in which I work is more important than my career.  
i. I definitely feel I am in the right field of work.  
j. I am very sorry I chose my occupation.  
k. The Navy is more essential to me than my field of work.  
l. I feel very good about my career.  
m. I take great pride in my field of work.  
n. Location is not nearly as important to me as being in the Navy.  
o. If I could do it over again, I would not choose my occupation.  
p. I definitely feel that I am in the wrong career.  
q. The Navy is materially more essential to me than my career.  
r. I think I made a serious mistake in choosing my field of work.  
s. I often think about changing my career.  
t. My career takes precedence over my field of work.  
u. Location is more important to me than the field in which I work.  
v. My occupation is more vital to me than the Navy.

If you would like to comment on any aspect of your Navy career as it affects your desire to continue as a Surface Warfare Officer, please use this space.

Thank you for your assistance with this questionnaire.

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NOTE: If you would like to receive an information letter on the general findings from the questionnaire, please print your name and address in the space provided:

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